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Service Study

AN ANALYSIS OF PERSONAL PROBLEMS
OF SOPHOMORE STUDENTS

Submitted by

Louise Henrietta Kelley

(B.S. in Ed. Boston University, 1940)

In partial fulfillment of requirements
for the degree of Master of Education.

1949

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OF TEACHERS

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CHAPTER I

INTRODUCTION

The Need for Understanding Youth's Problems

Adolescence is a complicated period. Anyone who has had experience in either the administration or teaching of first year students in a secondary school is aware of the different problems of adjustment that the majority of students must make. The large number of failures in academic subjects is evidence of the fact that there is need for better understanding of students and their problems. It is generally recognized that adolescence is a difficult period and that the physical surroundings of a new school plus the necessity of adjusting to new teachers and new subject matter aggravate a student's feeling of insecurity. This study is an attempt to offer more effective guidance assistance based on a more thorough, more intensive, and more comprehensive knowledge of the nature of the individual problems of first year students. De Schweintz¹ evaluates this problem by saying, "Event succeeds event; accidents, people, happenings, one after another come toward us. Each must be dealt with and upon the manner of our dealing depends the issue of our lives."

1 Karl De Schweintz. The Art of Helping People Out of Trouble, Houghton Mifflin Company, Boston, 1924, p.20

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If the issue of the lives of our youth depends upon "the manner of our dealing," then consideration must be given to the guidance needs of the young people with whom we are dealing.

It might be well at this point to restate the basis upon which the guidance program in secondary schools rests. The criteria for evaluating a guidance program have been set forth by a Cooperative Study made of Secondary School Standards.

Evaluative Criteria for Guidance¹

Guidance, as applied to the secondary school should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet - educational, vocational, health, moral, social, civic and personal. It should endeavor to help the pupil know himself as an individual and as a member of society; to enable him to correct certain of his short-comings that interfere with progress; to know about vocations and professions so that he may intelligently choose and prepare, in whole or in part, for a life career; and to assist him in the constant discovery and development of abiding creative and recreational interests.

This study will concern itself with that phase of guidance which endeavors to help the student to know himself as an individual and to correct certain of his shortcomings.

1 Evaluative Criteria - 1940 Edition, Cooperative Study of Secondary School Standards, Washington, D. C.

Statement of the Problem

Scope of the Study. Preliminary examination of an existing guidance program for sophomore students of School X revealed that specific needs were not being taken into consideration. As the sophomore year in a three year high school is the stepping stone to the rest of the high school experience, good adjustment, wise decisions, and intelligent plans made at this time set a foundation for the years to follow.

The development of a comprehensive and effective guidance program should be based upon the guidance needs of those who are to be served. This has been well stated by Wright¹ who maintains that guidance teachers have a responsibility to help boys and girls think through their common problems and get the experience which will round out their growth. There are many ways of discovering the needs of youth. One effective way is the use of the Mooney Problem Check List. The function of the Problem Check List is to help students in the expression of their personal problems.

Mooney² says, when explaining the ideas underlying

1 Barbara Wright. Practical Handbook for Group Guidance, Science Research Associates, Chicago, Illinois, 1948, p.6

2 Ross L. Mooney. Manual - The Problem Check List High School Form, Bureau of Educational Research, The Ohio State University, Columbus, Ohio, 1943, p.9

the creation of the Problem Check List:

Knowledge of the personal problems of students is important to the intelligent operation of a school program. Personal problems indicate matters which are absorbing much of the energy of the students. They constitute one index of the frontiers of personality development in each individual, suggesting blockages to development and, at the same time, locating points at which energy is available for further development.

Specifically, this investigation proposes to provide information on the following points related to the findings of School X where no previous study of this kind has been made.

1. In what areas are the most common problems of the boys and girls in School X located?
2. How will sophomore students respond to such an instrument as the "Mooney Check List Form for High Schools"?
3. What variations if any exist in the problems of boys and girls?
4. What types of problems predominate?
5. How can the problems be used as material for source units in group guidance?

Value of the findings. The information gathered from the study should prove of value:

1. To suggest material for source units to be used in classes of group guidance.

2. To be a basis for discussion in the personal interview.
3. To indicate the guidance needs of the students.
4. To enable the homeroom and classroom teachers to have a better understanding of the members of their classes.
5. To provide to the principal and teachers information pertaining to matters of administration.

The change in population has influenced the growth and development of I town in several ways. Sectional feeling is stronger than community feeling. The peculiar shape of the town makes it impossible to have a true geographical center, thus offering difficulties in the building of schools, recreational facilities and a community center. The New England form of Town Meeting is still practiced and those who attend are usually of the older generation who are not always interested in changes being made.

1 The World Almanac. 1948, New York World Telegram

CHAPTER II

PROCEDURE OF STUDY

General Information

Location of the study. The X Senior High School where this study was carried on is situated in a town in Rhode Island with a population of 32,165¹.

Although there are several large industries located in one section, the town is chiefly residential. The gradual movement of families from near-by cities has increased the population of two sections which shortly before the war were chiefly farm and woodland. Small business concerns have crowded into the main section which also was formerly residential.

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1 The World Almanac. 1948, New York World Telegram

Cultural and recreational facilities. The chief source of cultural influence comes through the churches, libraries and schools. Churches of Protestant and Catholic faiths are maintained in each of the three sections. Services are conducted in Italian, Portuguese and Swedish languages in certain areas.

Four libraries serve the community. The library in the main section is housed in a modern building and is progressive in its selection of books and magazines. While the remaining three are smaller and give less extensive service they serve the communities in which they are located. The State Capitol can be reached within a half hour from the farthest border of the town. Here libraries, theaters, parks and museums are available for those who are interested.

Although a section of the town is located on picturesque Narragansett Bay, pollution of the water from oil and sewage makes swimming undesirable. Playground activities are carried on under supervision in each of the three sections during the summer months. A large recreation field is maintained for spectator sports. Two small movie theaters serve the public in the area in which they are located.

Economic and educational background. The economic status of the families of Town X range from the "upper-

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are located.

Economic and educational background. The economic

status of the families of Town X range from the "upper-

middle class" to the "lower-lower." The majority come from the middle-class, own or rent medium sized homes and do their own housework. There are no large apartment houses.

The educational background may be compared with that of any average community in New England. It ranges from a small percentage of people who have completed high school and college, a fairly large percentage who have completed the eighth or ninth grade and a small percentage of families who speak Italian or Portuguese and have no formal education in this country.

Description of the school. There are approximately 1,000 students in School X, the majority of whom come from English-speaking homes. The largest percentage of American born children with foreign ancestry comes from Portuguese and Italian background. The largest minority group is colored. One American-Chinese and one American-Japanese family represent the Asiatic influence in the school. A scattering of various mixed nationalities make up the rest of the school population.

Since X School is the only high school serving the community, a large percentage of the students have to travel by bus. The school also serves pupils who come from a neighboring state.

Three main courses of study are offered to the

students; College Preparatory, General and Commercial Courses. Additional courses in Agriculture and Shop are offered to the boys.

Social life. An attempt is made to offer a variety of social activities to the student body. For girls there are the following clubs: Hi-Tri, Bowling, Swimming and Library Auxiliary. Boys may join the Hi-Y and Chess Club. Boys and girls join in Debating, Camera Club, French Club, Dramatic Club, Stamp Club, Chorus and Band.

Extra-curricular varsity sports consist of basketball, football, wrestling, track, baseball and tennis for boys. An intra-mural program in basketball was carried on this year. There are no extra-curricular sports for girls because of lack of facilities.

While on the surface the above may appear to be a fairly adequate program considering the available time and space, all clubs are overcrowded with juniors and seniors limiting sophomore membership.

This study is chiefly concerned with the problems of sophomore students. An examination of the results of the study will show that the greatest number of problems of sophomores occur in areas of Adjustment to School Work and Teaching Procedures. These problems which greatly influence sophomores are closely related to the following limitations.

Limitations. The student body has for sometime outgrown the present school accommodations. Efforts are being made by the school department and progressive citizens to build a new high school. At the present time the school is out-dated and too small. Shop work is carried on in an abandoned elementary school in the neighborhood. Home economics is limited to theory, sewing and child care. There are no facilities for cooking. Art is taught under great physical discomfort. Physics and chemistry classes are conducted in laboratories inadequate for their needs. Physical Education cannot take care of the needs of the students because of the limited number of lockers and showers and because of limited space both indoors and outdoors. All of these handicaps create problems for the students which will be evident later in the study in the findings of the Mooney Problem Check List.

Description of the Check List and Its Administration

Description of the instrument. The immediate function of the Problem Check List as expressed by Ross L. Mooney¹ is to help students in the understanding of their personal problems. By marking and writing they can make a rough sketch of their concerns which may be used in discussion or in counseling. The High

¹ Op. cit., p.1

School Form of the Problem Check List, was published in 1941 by the Bureau of Educational Research, Ohio State University. The items were selected from a master list of 5,000 items.¹ The master list was accumulated from:

1. Past experience of the author.
2. Review of the literature on student problems.
3. Analysis of paragraphs by 4,000 high school students describing their personal problems.
4. A detailed report on the personal and social problems expressed by 250 students in grades 7 through 12.
5. Review of 5,000 cards itemizing the "personal educational needs" expressed by 950 sixth, ninth, and twelfth graders.
6. Other miscellaneous sources.

The check list is divided into 330 problems and into eleven areas as follows:²

1. Health and Physical Development (HPD)
2. Finances, Living Conditions and Employment (FLE)
3. Social, Recreational Activities (SRA)
4. Courtship, Sex, and Marriage (CSM)
5. Social-Psychological Relations (SPR)
6. Personal-Psychological Relations (PPR)
7. Morals and Religion (MR)
8. Home and Family (HF)
9. The Future: Vocational and Educational (FVE)
10. Adjustment to School Work (ASW)
11. Curriculum-Teaching Procedures (CTP)

In each area there are 30 problems, arranged in groups of five items. The items in the first group make up the first area, the second group the second area, and so on down to the eleventh group. Space is provided at the end of each group to record the number of problems

1 Op. cit., p.2

2 See Appendix for copy of the Check List.

checked and circled in each area. The front page has a similar space where the problems can be recorded for the greater convenience in later reference.

The "Directions for Filling Out the Check List" are as follows:¹

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to trouble you and some are not. As you read the list, you are to pick out the problems which are troubling you. There are three steps in what you do:

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, underline it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight". Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are troubling you most. Show these problems by making a circle around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, "(1). Being underweight".

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.

¹ Ibid., p. 105

Reliability and validity of instrument. In discussing the reliability and validity of the instrument Mooney¹ explains that:

The check list is designed to reflect the problems which a student senses and is willing to express at a given time. If he is afraid his check list will not be treated as confidential information, dislikes or mistrusts the person who is to review the results, becomes internally confused by extraneous circumstances at the time, or generally misunderstands what he is to do with the List and how it is to be used, he will limit his responses. If these problems are to be of help they must be able to reflect changes concerning the individual. The very fact of change may even be significant. The function of the check list is not of predicting specific patterns of behavior and stability of response is not an adequate criteria of its dependability. Therefore, the reliability of this check list does not depend upon stability of response.

Administration of the instrument. The following procedure was used to discover the specific problems in School X.

The counselor for each sophomore guidance class was visited and an explanation of the purpose of the check-list was explained. In most cases the class was told ahead of time by their counselor that they would be cooperating in a survey study at the next meeting of the group guidance class.

After a short introductory talk to the students the directions for filling out the check list were explained.

¹ Op. cit., p.5

Introductory Statement to Students. The following statement indicates the approach used in presenting the Check List.

Everyone has a number of personal problems. Some have many. Some have a few. Some of you are troubled by the right or the wrong thing to do. Some have difficulty in knowing whether you should do as the gang thinks or do what you think. Some of your friends seem to sail right through school without any trouble, and others seem to get into difficulty no matter what they do. Some of you have problems of health, some have problems relating to school; some problems seem to center around the home, and some about the job which you want to have some day.

I am making a study of the personal problems of the boys and girls in the sophomore class of this school. Dr. Ross L. Mooney of the Bureau of Educational Research, Ohio State University, Columbus, Ohio, has been interested in problems for many years. Several years ago, because of his interest, a study was made in the high school in Hawaii and in several Ohio cities. The check list which I give you today is the result of his study. Will you read the Directions for Filling Out the Check List to yourselves as I read them aloud. In order that you will feel freer to express yourselves, I ask you not to put your name on the list, simply write your age and whether you are a boy or a girl. If you feel that you might like to discuss this with your counselor or someone else later, you may put an identification on your paper which you, but no one else, will recognize.

Are there any questions?

Reactions of students. In most cases the students approached the study with interest and seriousness. The majority of the pupils put an identification mark of

some kind on the questionnaire. The results of the study show that every student but one who used the check list had some problems. The number of problems circled or underlined by boys ranged from 0 to 152, and by girls from 3 to 128. The girls as a group had more problems than the boys.

Several of the teachers reported an interest displayed by the pupils after class with a request for similar studies at some other time. One girl came after class and said, "You know, I never sat down and thought out my problems before. A questionnaire like this helps you to straighten them out in your own mind." Further evidence of the variety and interest in the study will be shown in the following chapters, when a comparison of the problems of the girls and boys and an analysis of their summaries will be made.

between boys and girls. It will give an analysis of the more pressing problems showing the frequency with which they occur, and a discussion of the implications these problems have for guidance.

Rank order of problem areas. Table I shows the rank order of the problem areas and the number and percentage of problems in each area scored and circled. Two hundred

1. Clifford E. Krickson and Glenn S. Smith. Organization and Administration of Guidance Services, McGraw-Hill Book Company, Inc., New York, 1947, p. 3

CHAPTER III

ANALYSIS OF PROBLEMS OF STUDENTS

Distribution of Problems By Areas

Content of chapter. If the function of the guidance program is to recognize and evaluate the needs of the pupil, then it is important to study the needs as expressed by them. Erickson and Smith say,¹ "Every pupil in the school will sometime need certain services in the guidance program....Every pupil in the school is entitled to the services of the guidance program in direct proportion to his needs".

This first chapter of findings will present an overview of the problems of students by indicating the areas in which problems were most frequently underscored and circled, and will note the differences that occur between boys and girls. It will give an analysis of the more pressing problems showing the frequency with which they occur, and a discussion of the implications these problems have for guidance.

Rank order of problem areas. Table 1 shows the rank order of the problem area and the number and percentage of problems in each area scored and circled. Two hundred

1 Clifford E. Erickson and Glenn E. Smith. Organization and Administration of Guidance Services, McGraw-Hill Book Company, Inc., New York, 1947, p.3

Table 1. Rank Order of Problem Areas for All Pupils
(214 Reporting)

Rank Order	Problem Area	Total Scored		Total Circled	
		No.	%	No.	%
1.	Adjustment to School Work.....	849	13.7	169	13
2.	Curriculum and Teaching Procedures.....	825	13.2	112	8.6
3.	Personal-Psychological Relations....	701	11.2	159	12.1
4.	Courtship, Sex and Marriage.....	585	9.4	133	10.1
5.	Finances, Living Conditions and Employment.....	541	9	141	10.8
6.	Social-Psychological Relations.....	538	8.7	107	8.1
7.	Social and Recreational Activities....	497	8	95	7.2
8.	The Future: Vocational and Educational.....	479	7.7	95	7.2
9.	Home and Family.....	426	6.9	112	8.6
10.	Health and Physical Development.....	401	6.4	129	10
11.	Morals and Religion..	364	5.9	56	4.2
Totals.....		6206		1308	

and fourteen sophomore boys and girls enrolled in School X underscored 6,206 problems. The number of problems in areas ranged from 849-364 and from 13.7 - 5.9 per cent. The areas scored the most were Adjustment to School Work and Curriculum and Teaching Procedures, which were scored by slightly more than 13 per cent. The areas scored the least were Health and Physical Development and Morals and Religion. The average number of problems underscored per pupil was 29. Approximately 21 per cent or 1,408 of the problems underscored were also circled. The number of problems circled in areas ranged from 169 - 56. The average number of problems circled per pupil was 6.

Further analysis shows in the area of Adjustment to School Work and Curriculum and Teaching Procedures, a total of 1,674 or 26.9 per cent of all problems reported were in these two groups. A comparison of the problems circled and underlined show: Adjustment to School Work remained first place for both; Personal-Psychological Relations when circled were second in importance, when underscored third; Courtship, Sex, and Marriage remained fourth; Health and Physical Development when circled were fifth in importance, when underscored tenth; Curriculum and Teaching Procedures when circled were sixth in importance, when underlined were second; Home and Family when circled tied with sixth place, when underlined were ninth; Social

and Psychological when circled were seventh, when underlined were sixth; Social and Recreational, when circled tied with the Future: Vocational and Educational, when underlined were seventh. The Future: Vocational and Educational when underlined were eighth; Morals and Religion remained the least in importance both underscored and circled.

Analysis of Problem Area by Sex. Table 2 shows the rank order of the problem areas and number and percentage of problems in each area scored and circled by girls and boys. Because there were more sophomore girls than boys and because they admitted more problems than the boys, their problems were given preference in rank order. The area scored by more than 10 per cent of the girls were those of Adjustment to School Work, Personal-Psychological Relations, Curriculum and Teaching Procedures, and Social-Psychological Relations. The problems scored by 10 per cent or more of the boys were Curriculum and Teaching Procedures and Adjustment to School Work. The area which was of least concern to both boys and girls was that of Morals and Religion. This area was scored by approximately 6 per cent of both and circled by less than 5 per cent. The area circled the most by both boys and girls was that of Adjustment to School Work. That ranking second highest in importance for girls was Personal-Psychological Relations and for boys Curriculum and Teaching Procedures.

Table 2. Rank Order of Problem Areas - Girls and Boys

Rank Order	Problem Area	Total Scored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
1.	Adjustment to School Work.....	464	12.5	385	15.4	116	13.9	53	14.0
2.	Personal-Psychological Relations..	457	12.3	244	9.7	114	12.7	45	11.9
3.	Curriculum and Teaching Procedures	438	11.8	387	15.5	60	6.7	52	13.8
4.	Social-Psychological Relations..	397	10.7	141	5.6	96	10.7	11	2.9
5.	Courtship, Sex and Marriage.....	357	9.7	228	9.1	96	10.7	37	9.8
6.	Finances, Living Conditions and Employment.....	306	8.3	235	9.3	96	10.7	45	11.9
7.	Social and Recreational Activities.....	298	8.0	199	8.0	68	7.6	27	7.1
8.	Home and Family....	279	7.5	147	5.9	57	6.4	20	5.3
9.	The Future: Vocational and Educational.....	250	6.8	229	9.1	57	6.4	38	10.0
10.	Health and Physical Development.....	247	6.7	154	6.2	96	10.7	33	8.8
11.	Morals and Religion	209	5.7	155	6.2	39	4.4	17	4.5
Totals.....		3702		2504		930		378	

The problems of both boys and girls underlined and circled seemed to center around school work, while the girls have the additional problem of Personal-Psychological Relations. Further discussion of the differences of the problems between sex will be discussed in the Analysis of Problems within Areas.

Analysis of Problems Within Areas

Adjustment to School Work. Table 3 shows the problems underscored and circled by at least 20 per cent of the girls and boys in the Area of Adjustment to School Work. It shows that many students need assistance in the several phases of their new school life. Not only does the sophomore need to get acquainted with a new building, new classmates and new teachers, but he must adjust himself to different subject matter, the personality of the teacher, and new approaches to study. He must learn to take notes and select the important from the unimportant. His homework is increased, and the responsibility of success is placed upon him rather than assumed by the teacher.

"Worrying about grades" and "Not spending enough time on study" seems to be the chief concern of both boys and girls in this area. "Mathematics" trouble the girls more than the boys, while "Reading" and "Spelling" are a problem to the boys but not to the girls. The boys say

they "Don't like to study", "Have a poor memory", are "Slow in reading" and "Find it difficult to adjust to a new school". These problems are of little concern to the girls.

Table 3. Items in the Area of Adjustment to School Work Underscored by 20 per cent or more of all the students.

Item No.	Problem	Total Underscored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
156	Trouble with mathematics.....	40	32	4	4	13	10	4	4
324	Afraid of failing in school work.....	31	25	4	4	8	6	4	4
103	Worrying about grades	30	24	20	22	0	0	0	0
49	Not spending enough time on study.....	29	23	29	32	8	6	8	8
211	Worrying about examinations.....	27	21	0	0	0	0	0	0
211	Not fundamentally interested in books..	0	0	20	22	0	0	4	4
269	Don't like to study..	0	0	20	22	0	0	0	0
104	Poor memory.....	0	0	18	20	0	0	0	0
105	Slow in reading.....	0	0	18	20	0	0	0	0

Learning how to meet these changes is a technique. The guidance counselor plays an active part in aiding the new pupil to make these adjustments.

Curriculum and Teaching Procedures. The items underlined most frequently by both boys and girls occur in the area of Curriculum and Teaching Procedures as shown in Table 4.

Table 4. Items in the Area of Curriculum and Teaching Procedures Underscored by 20 per cent or more of all the students.

Item No.	Problem	Total Underscored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
329	Lunch hour too short.	74	60	49	13	16	13	11	13
107	So often feel restless in class.....	38	31	0	0	0	0	0	0
164	Dull classes.....	32	26	29	32	9	7	4	7
110	Teachers do too much of the talking.....	26	21	0	0	0	0	0	0
328	Poor assemblies.....	0	0	20	22	0	0	0	0

The problem "Lunch hour too short" was underlined by 57 per cent of the class and circled by 12 per cent. While this is definitely a problem of administration, the fact that it is present in greater proportion than any other is worthy of comment. A discussion in group guidance classes of the difficulties encountering the administration in scheduling lunch periods, the overcrowded conditions, the ways of using the lunch period to better advantage might be considered.

The problem which occurred second in importance is "Dull classes". Group guidance classes, with discussion of ways that the pupils can make classes more interesting, might bring about a change in attitude. Many senior high school teachers use the lecture method familiar in colleges and the young pupil who is used to more recitation and participation finds it difficult to remain interested for fifty-five minutes. The additional fifteen minutes in senior high school periods demands more concentration.

It is interesting to note that only girls felt that "Teachers do too much of the talking". On the other hand, the girls are satisfied with the assemblies, while 22 per cent of the boys underscored "Poor assemblies" as a problem. Actually this response was a surprise for Assembly has always been considered the key period of the week, the one which the student body anticipates with great enthusiasm. It would be interesting to learn the response of the upper classmen to this question and also discover what changes the sophomore boys would like made.

Personal-Psychological Relations. The problems that were checked by 20 per cent of the pupils in this area were higher in proportion than those in the other areas. Table 5 shows that "Taking some things too seriously" and "Losing my temper" rated high for girls and boys in being underscored and circled.

Table 5. Items in the Area of Personal-Psychological Relations Underscored by 20 per cent or more of all the students.

Item No.	Problem	Total Underscored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
27	Taking some things too seriously.....	42	33	19	21	12	10	5	5
26	Losing my temper.....	38	31	20	22	12	10	4	4
30	Worrying.....	36	31	20	22	12	10	4	4
81	Stubbornness.....	32	26	0	0	0	0	0	0
250	Daydreaming.....	31	25	20	22	9	7	0	0
140	Sometimes wishing I'd never been born.....	29	23	0	0	0	0	0	0
1138	Afraid of making mistakes..	27	21	20	22	0	0	4	4
84	Forgetting things.....	25	20	20	22	0	0	4	4

"Worrying" and "Daydreaming" were about of equal importance to both. Girls are apparently more troubled by "Stubbornness" and "Forgetting things" and "Sometimes wishing I'd never been born", while "Afraid of making mistakes" is a problem of more importance to the boys. Interesting classes could be conducted in group guidance in this area. A careful study should be made of those who score high in this area to see what other problems are disturbing them. This offers a great opportunity for individual counseling.

Courtship, Sex and Marriage. Table 6 discloses that this area concerns girls more than boys. With the exception of "Uninterested in the opposite sex", the problems are girl problems. While these problems are extremely important to the teen-age girls, some of these will adjust themselves as the girl matures and the emphasis will shift. Discussion in all girl classes will frequently give assurance to girls when they discover that these problems are shared by many.

Table 6. Items in the Area of Courtship, Sex and Marriage Underscored by 20 per cent or more of all the students.

Item No.	Problem	Total Underscored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
30	Boy friend.....	30	24	0	0	0	0	0	0
75	Wondering if I'll find a suitable mate.....	25	20	0	0	0	0	0	0
20	Uninterested in the opposite sex.....	0	0	20	22	0	0	0	0
18	Not mixing well with the opposite sex.....	0	0	18	20	0	0	0	0
72	Girl friend.....	0	0	18	20	0	0	0	0

Finances, Living Conditions and Employment. While only two problems were underscored in this area by 20 per cent or more, Table 7 discloses that "Wanting to earn some of my own money" is a problem to both boys and girls,

and "Needing a job in vacation" is of importance to nearly 25 per cent of the boys. This area is one of the most worth while for group discussion. When work and money are involved a keen interest is shown. Much interesting and valuable experience can be had in part-time jobs and those who have had these experiences are willing to share them with others.

Table 7. Items in the Area of Finances, Living Conditions and Employment underscored by 20 per cent or more of all the students.

Item No.	Problem	Total Underscored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
10	Wanting to earn some of my own money.....	46	37	28	31	16	13	8	9
120	Needing a job in vacation.	0	0	22	24	0	0	8	9

Social-Psychological Relations. The problems in this area appear to be purely feminine in concern for no boys scored in the 20 per cent group. It should be noted that all of the problems in Table 8 were proportionally high. "Feelings too easily hurt" and "Being left out of things" were the only two circled.

Cassidy and Kozman¹ say when discussing classes for girls:

It cannot be too strongly stressed that any courses for adolescents in the field of psychology and growth and development must do more than present boys and girls with half-understood facts and concepts, and a new and intriguing vocabulary to use in explaining their shortcomings to others and in escaping from self-responsibility. Emphasis on the powers of the human organism for self-direction and self-management is necessary in such courses, an emphasis which allows no leeway for excusing themselves on the basis of being "frustrated", or "inhibited". The adolescent girl can be freed from much guilt and self-recrimination through such experiences, in which she learns to see her own feelings as a part of the normal process of growing up and to see them in relation to possible confusions and difficulties on the part of adults in understanding her.

Table 8. Items in the Area of Social-Psychological Relations underscored by 20 per cent or more of all the students.

Item No.	Problem	Total Underscored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
76	Wanting a more pleasing personality.....	40	32	0	0	0	0	0	0
241	Disliking certain persons...	28	32	0	0	0	0	0	0
132	Feelings too easily hurt....	27	21	0	0	0	0	0	0
296	Being jealous.....	27	21	0	0	0	0	0	0
21	Being left out of things....	27	21	0	0	9	7	0	0

¹ Rosalind Cassidy and Hilda Kozman. Changing Girls in a Changing Society, McGraw-Hill Co., Inc., New York, 1947, p.310

Social and Recreational Activities. It was interesting to note that this area was of no concern to the upper 20 per cent of the girls in the class and of little concern to the boys. Table 9 discloses only one problem in this area. Apparently the lack of an intra-mural program in sports is felt by the boys. As sophomores they do not have the opportunity to participate in varsity activities to any great extent.

A study made by Brewer¹ of the problems of seniors in seven schools showed that this area "ranked first on every count for boys and girls". The difference in rating may be due to the fact that the Social-Recreational activities are better taken care of in School X than in Brewer's study or that the difference in ages and social consciousness may be responsible for the wide variation. It would seem as though the latter were the cause for sophomores in School X have no class organization. There are no officers, no organized parties, no dances or class activities. It is not until they become juniors that these activities take place, and consequently it would be during the junior and senior years the lack would be more keenly felt. An interesting study would be to make a comparison of all the problems of all the students in School X with Brewer's study.

¹ George Weldon Brewer. Use and Value of a Problem Topic Check List to Locate Youth Problems, Master's Thesis, Boston University, Boston, Massachusetts, 1947, p.22

Table 9 Items in the Area of Social and Recreational Activities underscored by 20 per cent or more of all the students.

Item No.	Problem	Total Underscored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
232	Too little chance to go into sports.....	0	0	19	21	0	0	5	5

The Future: Vocational and Educational. Table 10 shows three problems to be of importance in this area. "Wondering what I'll be like ten years from now" was of interest to both boys and girls though the boys gave it more thought than the girls. "Not knowing what I really want" was next in importance. "Occupational and College plans" seemed to be of little concern to the girls. This may be interpreted that girls know what they want more definitely than boys or believe in letting things work out as they will. Group discussions would disclose the true picture.

Table 10. Items in the Area of the Future: Vocational and Educational underscored by 20 per cent or more of all the students.

Item No.	Problem	Total Underscored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
45	Wondering what I'll be like ten years from now...	28	22	24	27	0	0	5	5
209	Not knowing what I really want.....	24	19	18	20	9	4	4	4
96	Need to decide on an occupation.....	0	0	20	22	0	0	5	5

Home and Family. No problems were underscored and circled in this area by 20 per cent of the boys and girls and only two problems were underscored and circled by any. These problems were "Parents not understanding me", and "Not telling parents everything".

Although these were scored by less than those previously discussed this area should be considered in a program of group guidance. Geisel¹ gives an insight into the subject which would be of considerable help in counseling..

Working out your personal problems begins with a willingness to look squarely at the causes, whether they are complimentary to you or not, and some of them are bound to be uncomplimentary. The first step is to become willing and able to see through the make-believe of life. If you are willing and able to understand the causes behind your own behavior, you are said to have insight. You need insight before real improvement can take place.

Health and Physical Development. No problems in this area were scored by 20 per cent of the boys and girls, yet, "Being overweight", "Poor complexion" and "Not very attractive physically" were the chief concern of the girls in this area while, "Too short" and "Poor teeth" were the concern of the boys. Excellent health discussions could be carried on in group guidance or health classes as most of these are remediable and need not remain problems.

¹ John B. Geisel. Personal Problems and Morale, Houghton Mifflin, Boston, 1943, p.3

Morals and Religion. Table 11 shows that the area of Morals and Religion was of no concern to the upper 20 per cent of the boys and only one problem was underscored by the girls. The number and per cent to whom "Can't forget some mistakes I made" occurred is so great, however, that it cannot be overlooked.

Table 11. Items in the Area of Adjustment to Morals and Religion underscored by 20 per cent or more of all the students.

Item No.	Problem	Total Underscored				Total Circled			
		Girls		Boys		Girls		Boys	
		No.	%	No.	%	No.	%	No.	%
199	I can't forget some mistakes I made.....	30	24	0	0	0	0	0	0

Analysis of Most Pressing Problems

Frequency of items. Table 12 discloses that 39 individual problems were underscored by 20 per cent or more of the sophomore boys and girls. Of these, 14 were the concern of girls, while 11 were problems of boys. "Lunch hour too short" was scored by 123 or approximately 53 per cent of the class. This was the problem most common to all of the pupils. As has been previously stated this is an administrative problem which cannot be

remedied until a new school is erected. Pupils should be made aware of this difficulty and with a better understanding it would be hoped that a change of attitude might take place.

"Wanting to earn some of my own money" was scored by 35 per cent of the pupils in the class and "Needing a job in vacation" was a problem to 24 per cent of the boys. If solved it may be the means of keeping the pupil in school and if neglected, may be the cause of his leaving. Youth with money problems cannot give their best attention to their school work. A unit of study "Getting and Making the Most of a Part-time Job" is included in Chapter V.

The problems "Trouble with mathematics" and "So often feel restless in class" were common to over 30 per cent of the girls, while "Dull classes" and "Worrying about grades" were problems to a large percentage of both boys and girls. "Teachers doing too much of the talking" and "Afraid of failing in school work" concern more girls than boys. Members of the faculty should be made aware of these problems for they have to do with classroom procedure. They could be used as a basis for faculty discussion as well as group classes.

Upon examination of the individual problems which were underscored by the girls, the two areas which

Table 12. Most Pressing Problems for 20 per cent of All Pupils.

Item No.	Individual Problem Underscored	Total Underscored			
		Girls		Boys	
		No.	%	No.	%
329	Lunch hour too short.....	74	59	49	54
10	Wanting to earn some of my own money.....	46	37	28	31
27	Taking some things too seriously.....	42	33	19	21
76	Wanting a more pleasing personality.....	40	32	0	0
156	Trouble with Mathematics....	40	32	4	4
26	Losing my temper.....	38	31	20	22
107	So often feel restless in class.....	38	31	0	0
30	Worrying.....	36	31	20	22
81	Stubbornness.....	32	26	0	0
164	Dull classes.....	32	26	29	32
250	Day dreaming.....	31	25	20	22
324	Afraid of failing in school. work.....	31	25	4	4
73	Boy friend.....	30	24	0	0
103	Worrying about grades.....	30	24	20	22
199	Can't forget some mistakes I've made.....	30	24	0	0
49	Not spending enough time in study.....	29	23	29	32
140	Sometimes wish I'd never been born.....	29	23	0	0
45	Wondering what I'll be like 10 years from now.....	28	22	24	27
241	Disliking certain persons...	28	22	0	0
132	Feelings too easily hurt....	27	21	0	0
138	Afraid of making mistakes...	27	21	20	22
211	Worrying about examinations.	27	21	0	0
296	Being jealous.....	27	21	0	0
21	Being left out of things....	27	21	0	0
110	Teachers doing too much of the talking.....	26	21	0	0
75	Wondering if I'll find a suitable mate.....	25	20	0	0
84	Forgetting things.....	25	20	0	0
209	Not knowing what I really want.....	24	19	18	20

Item No.	Individual Problem Underscored	Total Underscored			
		Girls		Boys	
		No.	%	No.	%
(1)	(2)	(3)	(4)	(5)	(6)
120	Needing a job in vacation....	0	0	22	24
212	Not fundamentally interested in books.....	0	0	20	22
20	Uninterested in the opposite sex.....	0	0	20	22
96	Needing to decide on an occupation.....	0	0	20	22
269	Don't like to study.....	0	0	20	22
328	Poor assemblies.....	0	0	20	22
232	Too little chance to get into sports.....	0	0	19	21
18	Not mixing well with opposite sex.....	0	0	18	20
72	Girl friend.....	0	0	18	20
104	Poor memory.....	0	0	18	20
105	Slow in reading.....	0	0	18	20

contained the greatest number of problems were that of Social-Psychological Relations and Personal-Psychological Relations. Table 12 discloses that the problems which were underscored by 20 per cent or more of the girls but were of no concern to boys are as follows:

Social-Psychological Relations

1. Wanting a more pleasing personality
2. Disliking certain persons
3. Feelings too easily hurt
4. Being jealous
5. Being left out of things

Personal-Psychological Relations

1. Stubbornness

2. Sometimes wishing I'd never been born

3. Forgetting things.

Although these problems seem to be of purely feminine concern, they were underscored by such a large percentage of the girls that a unit of study, "Wanting a more Pleasing Personality" has been included in Chapter V. Group discussion should help girls to recognize these problems are common to many. While these were not admitted to be problems of boys it does not necessarily mean that they are not present. It is to be hoped that the exchange of ideas between boys and girls would help the individuals to have a better understanding of themselves.

The area which contained the greatest number of problems for the boys but was of little concern to girls was that of "Adjustment to School Work". The problems in this area underscored by 20 per cent or more of the boys were:

1. Not fundamentally interested in books

2. Don't like to study

3. Poor memory

4. Slow in reading.

The only problem in this area to be admitted by 20 per cent or more of the girls was "Worrying about examinations", which does not appear to be a problem to

the boys. A unit of study "How to Study More Effectively" with suggestions for helping both boys and girls has been included in Chapter V.

The area containing the second largest number of problems admitted by boys but not girls was in that of Courtship, Sex and Marriage. The three problems which were scored by 20 per cent or more of the boys were:

1. Uninterested in the opposite sex
2. Not mixing well with the opposite sex
3. Girl friend

All of these problems show a feeling of insecurity on the part of the boys in regard to getting along with girls. Excellent group discussions, debates and class activities could be based on these problems.

Only one problem in the area of Morals and Religion was admitted to be a problem by more than 20 per cent of the pupils. "Can't forget some mistakes I've made" was common to 24 per cent of the girls. This may become a problem of psychological concern if recognition that everyone makes mistakes, and a better understanding of one's mistakes does not take place.

"Needing to decide on an occupation" was of concern to 22 per cent of the boys. While this is not admitted to be of immediate concern to the girls, group guidance classes devoted to the discussion of Occupations should

be of great help to girls as well as boys and the Unit previously mentioned, "Getting and Making the Most of a Part-time Job" should be expected to develop new fields of interest.

Further implications for group guidance. Erickson and Smith say¹,

Counseling is not advising. The function of the guidance program is to assist pupils to recognize and evaluate their assets and limitations and relate them properly to the requirements of the next opportunity....

The guidance program must operate on the assumption that every pupil needs to strive for maximum personal development in accordance with a definite plan.

The information gathered together in this study may be used as a definite plan. Pupils become aware of their assets and limitations. They become aware that others have similar problems. Group discussion and an exchange of ideas is a positive way of bringing into the open of problems which are troubling boys and girls.

¹ Op. cit. p.5

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CHAPTER IV

AN ANALYSIS OF THE SUMMARIZING QUESTIONS OF THE PROBLEM CHECK LIST

The Summarizing Questions

Scope of the chapter. The "Summarizing Questions" found at the end of the Mooney Problem Check List, enables the students to get a well-rounded picture of their problems; locate their chief problems; think about whether they have enjoyed filling out the list; decide whether they would like more opportunities in school to discuss matters of personal concern; and whether they would like to talk about their problems with some particular person.

An analysis of the pupil's responses to these questions provides an opportunity for counselors and administrators to locate the problems of individual students to¹ "Read the data on the summarizing questions as a check for the student's attitudes and conceptions of himself", and organize the results for administrative, curricular and personal adjustments.

Administration of the check list. Although as a whole the students showed a feeling of interest and expressed a willingness to cooperate, the results were more satisfactory in the first part of the study than in the

¹ Op. cit., p.13

summarizing of the questions. Sophomore boys and girls have had limited experiences in writing and when encouraged to put their problems in their own words, frequently shook their heads and said, "I can't". No pressure was placed upon them.

The results of the summarizing questions with examples of the written summaries and reactions follow.

Question 1. "Do you feel that the items you have marked on the list give a well-rounded picture of your problem?"

The question was answered "Yes" by 77 per cent of the class and "no" by 3 per cent, the remainder of the class either neglected to answer or inserted a "?".

It was apparent that the girls found it more helpful than the boys for "Yes" was checked by 84 per cent of the girls in contrast to 61 per cent of the boys. Only 9 per cent of the class wrote a summary for Question 1. Ten per cent of the girls and 8 per cent of the boys wrote interesting and helpful summaries. A sample of summaries included by boys and girls follow.

Summarizing Questions

Question 1. "Do you feel that the items you have marked on the list give a well-rounded picture of your problems?Yes.No. Add anything further you may care to say to make the picture the more complete.

Summaries given by girls.

1. I feel like I always want to wander to different lands and travel instead of settling down.
2. I feel that the biggest problem I have is I just want to be like the other kids, but I can't have dates.
3. I'd summarize my problems as having bad skin and not knowing if I'm in love.
4. Yes, there is one thing more. What should I do with a boy friend whose pride is hurt very easily and gets jealous very easily. Should I pamper him or should I be indignant too?
5. I have no room of my own and I have two older brothers, I have no place to entertain my friends.
6. I have very few problems and I shall probably forget them, the few I have, as I grow older.
7. My father is always shouting at me for something I did or didn't do.
8. Mother and step-father do not get along well. Five of us in family. Not enough money for food, clothes, and to pay bills. Want job right away. I am trying out job. Just turned 16 and they would not take me when 15.
9. My family is being evicted and we have to be out by June and my mother is worried sick over it. I am also very worried. I think that this is one of my chief worries now. My problem of being overweight isn't so important because I am losing. We haven't enough money to buy a house and we do not want to live in the slums where people try to put members of my race. We have never lived there and we are bound that we never will. I think I would rather die than do this.

Summaries given by boys.

1. All I can say is that I will take my problems as they come and can not see worrying about them ahead of time. I believe there isn't any point in bothering over ineficient matters. Now!

Examination of the

1. I was born on the 1st of January 1900 at the town of...

2. I was educated at the school of the town of...

3. I was employed as a clerk in the office of...

4. I was married on the 1st of January 1920 to...

5. I have two children, a son and a daughter...

6. I have been employed in the office of...

7. I have been employed in the office of...

8. I have been employed in the office of...

9. I have been employed in the office of...

10. I have been employed in the office of...

11. I have been employed in the office of...

12. I have been employed in the office of...

13. I have been employed in the office of...

2. Girls just don't like me. They think I am poison. Can't get girls to go out with me. Sometimes when I get a chance to ask a girl out I get shy.
3. People always tell me I'm too short for this and that.
4. When I say I'm being treated like a child my parents think I'm too young to be going out with other children and they fail to realize that I'm no longer 8 or 9 but 14 and like to go with other children or teen-agers in the neighborhood. But they disagree and make me stay at home in the yard as though I were a child.
5. I have a car and smashed up one fender on my father's truck.
6. Nothing bothers me.

In Question 2, the students were asked, "How would you summarize your chief problems in your own words? Write a brief summary."

Thirty-eight per cent of the class attempted to summarize their chief problems. Some of them repeated the problems which they underlined but most of them developed their own ideas. Fifty per cent of the girls wrote summaries. From these the following have been selected as examples.

Summaries given by girls.

1. Well, I was in the hospital for $6\frac{1}{2}$ years and I missed school. I didn't mind it at first but now that I am older I worry a great deal about being 17 years old and in the tenth grade. My friends are younger than me and sometimes they say things about age and even though they don't mean me I feel badly and I think about it for days.

2. Girls just don't like me. They think I am
poison. Can't get girls to go out with me.
Sometimes when I get a chance to ask a girl
out I get shy.

3. People always tell me I'm too short for this
and that.

4. When I say I'm being treated like a child my
parents think I'm too young to be going out with
other children and they fail to realize that I'm
no longer 8 or 9 but 14 and like to go with
other children or teen-agers in the neighborhood.
But they disagree and make me stay at home in the
yard as though I were a child.

5. I have a car and smashed up one fender on my
father's truck.

6. Nothing bothers me.

In Question 2, the students were asked, "How would

you summarize your chief problem in your own words?

Write a brief summary."

Thirty-eight per cent of the class attempted to sum-

marize their chief problem. None of them repeated the
problems which they understood but most of them developed
their own ideas. Fifty per cent of the girls wrote sum-
maries. From these the following have been selected as
examples.

Summaries given by girls.

1. Well, I was in the hospital for 6 years and I
missed school. I didn't mind it at first but now
that I am older I worry a great deal about being
17 years old and in the tenth grade. My friends
are younger than me and sometimes they say things
about age and even though they don't mean me I
feel badly and I think about it for days.

2. Well I am not sure about it. I didn't get along very well in social life. People don't seem to want to go around with me.
3. My chief problems are family relations and an inferiority complex. Sometimes in talking to some boys who are very fresh it bothers me. Depending on what they are discussing. Mother understands problems but Daddy is very old-fashioned concerning boys, no dates. Go directly home from school, not being able to go anywhere without the exact time and bus known to him, because I might see something as what I saw one day. Or I might tell what I know about someone.
4. My chief problem is having to quit school due to the death of my parents. I always had the ambition to go through school and have the honor of receiving a diploma. I have been told that I can't continue school since I have three younger sisters beside me to work to help support myself and sisters.
5. Some problems I'll just have to get over gradually. I think that I can overcome some of them. About studies, some teachers are unfair and think the time is their own to go to the teachers room. Not enough freedom in school.
6. As a rule I'm mostly worried about my health and try to take things easy and get more exercise, but sometimes I take things too easy. Also need good-paying job as my mother can't give me any money.
7. They are minor problems but they worry me very much. Such as living too far from school, on a stormy day I wonder if I will get to school and without being tardy.
8. Liking the boys and not having the right boys like me.
9. By being overweight. I eat too much rich food and add pounds in the wrong places. There isn't anyone in my neighborhood to play games with. I never get any exercise so naturally I get sort of lazy. I just start studying when I get so tired I have to turn my light out. I read in poor light

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9. My being overweight. I eat too much rich food and add pounds in the wrong places. There isn't anyone in my neighborhood to play games with. I never get any exercise so naturally I get sort of lazy. I just start studying when I get so tired I have to turn my light out. I read in poor light

and hurt my eyes. I would like to go to college but I'm too young to get a job so I can't earn any money. My mother doesn't think I should have dates until I'm 16 or over.

10. I have a lot of sickness in my family which makes me miss school a lot, and can't catch up with my work very much. I would like to be a nurse but I'm taking the wrong subjects and think it is too late. Having a step-father which I don't care much about him. Because he does not treat us like other children.
11. I have been going steady for a year with a boy who is quite a few years older than myself. We like each other very much. My parents are very angry at the idea of my going with him as he does not yet have a good job and they seem to think he comes from the wrong side of the tracks. He is just as nice as any people who live near us and he couldn't be any more polite to my parents than he is. I'm the only child and I guess they are a wee bit jealous because I am with him most of the time. We try to spend an evening with my parents and an evening with his. We are both the same religion and have quite a few other things in common.
12. I am having trouble with the problems about "going steady", decide whether or not I'm in love. I am also worried about moving to a new town, going to a new school, making new friends (girls and boys) and being popular with them. My home relations have no problems at all. I also feel that this school does not have proper cafeteria facilities or gym facilities (especially when compared to other schools). I think the student body does not have an appreciation of the assemblies and the hard work that goes into them. My home relations are no problems at all.
13. I am confused about religion more than any other trouble. I have this as my chief worry. I don't know whether or not to believe in God. I have not found any strong proof of the fact that there is a God and until this is proven to me I won't be able to believe fully in. I think that if a person talks about God for a certain length of time he will soon begin to believe there is one, whether this is true or not. I'm not worried about this as when I was younger I believed in him, but now that I am

and hurt my eyes. I would like to go to college but I'm too young to get a job so I can't earn any money. My mother doesn't think I should have dates until I'm 18 or over.

10. I have a lot of sickness in my family which makes me miss school a lot, and can't catch up with my work very much. I would like to be a nurse but I'm taking the wrong subjects and think it is too late. Having a step-father which I don't care much about him. Because he does not treat us like other children.

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12. I am having trouble with the problems about "going steady", decide whether or not I'm in love. I am also worried about moving to a new town, going to a new school, making new friends (girls and boys) and being popular with them. My home relations have no problems at all. I also feel that this school does not have proper cafeteria facilities or gym facilities (especially when compared to other schools). I think the student body does not have an appreciation of the assemblies and the hard work that goes into them. My home relations are no problems at all.

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older I have been using good sound reasoning and my so called common sense tells me that there couldn't possibly be a God and yet at times I feel there is one. I am very confused and need help badly in this one problem.

Summaries given by boys - Question 2. Twenty-one

per cent of the boys attempted to summarize their chief problems. Examples follow.

1. The problems what I believe will hurt me more than anything else is my English, Spelling, Grammar ect.
2. Trouble is my middle name. Whatever happens, happens to me. I can't get away from accidents. I'm always having trouble with my mother. She talks too much. Always critizing.
3. It's my own business.
4. I don't think that anything really troubles me a great deal. The things I have underlined put me to thinking about them as I see them, but I don't think they bother me too much.
5. Embarassed at my fingernails. I bite them because I'm nervous.
6. Ain't got none. (This boy returned a blank paper).
7. As I said above (see Question 1, answer 4) I am treated like a child, and I never have a chance to go with others because of my housework (washing floors, windows, woodwork, making beds and doing dishes also taking care of Grandfather and Grandmother.) I feel that I shouldn't have to do all this without some cooperation from them. Also dress the best I can and try to act the same but people criticize and make fun of me.

Question 3, "Have you enjoyed filling out the list?",

brought a better class response. Seventy-three per cent answered, "Yes", 8 per cent "No" and the remainder gave

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Summaries given by boys - Question 5. Twenty-one

per cent of the boys attempted to summarize their chief

problems. Examples follow.

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than anything else is my English. Spelling.
Grammar etc.

2. Trouble is my middle name. Whatever happens,
happens to me. I can't get away from accidents.
I'm always having trouble with my mother. She
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3. It's my own business.

4. I don't think that anything really troubles me a
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to thinking about them as I see them, but I don't
think they bother me too much.

5. Embarrassed at my finger nails. I bite them because
I'm nervous.

6. Ain't got none. (This boy returned a blank paper).

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and doing dishes also taking care of Grandfather
and Grandmother). I feel that I shouldn't have
to do all this without some cooperation from
them. Also dress the best I can and try to get
the same but people criticize and make fun of me.

Question 6. "Have you enjoyed filling out the list?"

brought a better class response. Seventy-three per cent

answered, "Yes", 8 per cent "No" and the remainder gave

no answer. Seventy-seven per cent of the girls and 69 per cent of the boys replied in the affirmative, while 7 per cent of the girls and 10 per cent of the boys replied in the negative. Whether the lack of response was deliberate or due to carelessness is not known. In most cases the Check Lists were collected by the class counselor and returned to the examiner. It was not possible to check up on those who did not respond.

Question 4. "Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you? ___Yes. ___No. Please explain how you feel about this question," brought a response of 46 per cent replying "yes", and 28 per cent "no". Of these, 52 per cent who replied in the affirmative were girls and 37 per cent boys. The remainder of the class did not answer.

A sample of their reactions to this question follows.

Summaries for girls.

1. I think that to discuss ones problems with someone who is willing to listen and help you is wonderful. It gives you a new look on your problems when you can really talk about them instead of keeping your emotions inside.
2. I think everyone should be able to talk to their guidance teacher alone without the class.
3. Yes, I have talked so often to my Dad about having dates, and he doesn't understand. Maybe if I could talk to someone else she (he) could help me understand my Dad's opinion.

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Question 4. "Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you? ___Yes. ___No. Please explain how you feel about this question," brought a response of 46 per cent replying "yes", and 54 per cent "no". Of these, 52 per cent who replied in the affirmative were girls and 37 per cent boys. The remainder of the class did not answer.

A sample of their reactions to this question follows.

Summaries for girls.

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2. I think everyone should be able to talk to their guidance teacher alone without the class.
3. Yes, I have talked so often to my Dad about having dates, and he doesn't understand. Maybe if I could talk to someone else she (he) could help me understand my Dad's opinion.

4. Yes, I think school and the teachers in it could help a lot if they would give us a chance.
5. Yes, if you share your problems, you'll find other people have the same ones, and it makes you feel better.
6. No. I know how I feel about my troubles and discussing them doesn't change them. I know, as I have always discussed them with my mother and sister.
7. Yes. It would help a person to get a different view point and maybe change her idea for a better one.
8. I think that we should discuss personal problems in our guidance classes by asking other students what they would do if they had that problem, in that way the student which has that problem will be relieved.
9. Yes. In guidance would like to have class discussions on personal problems, sex. etc.
10. Yes, I would like to have more chances because it helps me out. I understand some of my problems better and have an idea of what to do about it. I wish we had more of these Problem Check Lists.
11. Yes. If there are any doubts or questions on your mind, talking them over with a group would give you a chance to have more opinions expressed on the subject and maybe your problem is the same as someone else's therefore you could help one another in solving it.
12. If I could talk to people who are more friendly and who felt would understand me I would not mind too much discussing my problems. But I would only do this in private. I don't like to air my affairs in a whole classroom of students. But I doubt whether or not anyone of our faculty could help us. My problem is not about school.

Summaries given by boys, Question 4.

1. Because it helps you when you discuss personal problems. If you don't tell them to anyone you'll always have them bothering you, but if you do tell

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Summaries given by boys, Question 1.

1. Because it helps you when you discuss personal problems. If you don't tell them to anyone you'll always have them bothering you, but if you do tell

someone then you'll always have the feeling that you're going to be helped.

2. I like papers like this because it starts you thinking about the truth in all matters I think they should be like this one with no name on it. The person filling it out has a chance to really see himself and get some of the things off his chest without it bouncing back in his face.
3. I don't think tests like these can possibly give a clear picture of a persons character. The questions, although they attempt to take in most things, are not adequate. Even if they were I think very few people know themselves well enough to answer them truthfully.
4. I think we should have a period once a week in which we have a box to put our problems in on a piece of paper with no name and talk these different problems over in class without embarrassing the pupil.
5. I feel that I would rather talk them out with my parents.
6. I think personal things shouldn't be brought out in public.

Question 5, "If you had the chance would you like to talk to someone about the problems you have marked on the list?", was answered by 75 per cent of the class. Fifty-five per cent gave a "Yes" response. Twenty per cent gave a "No" response and 25 per cent gave no reply.

Of these girls again rated higher than the boys for 37 per cent of them answered "Yes" and they knew with whom they would like to discuss their problems, while 31 per cent said "Yes" but had no one particular in mind.

Fourteen per cent of the boys said "Yes" to both

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answers. Twenty-five per cent said "Yes" but had no one particular in mind.

Conclusions which may be drawn from the reactions of the students to the Summarizing Questions of the Problem Check List are:

- a. A fairly representative number of the pupils felt that the check list gave a well-rounded picture of their problems.
- b. The Check List was a means of motivation for nearly half of the students.
- c. The Check List was liked by the majority of the class. Boys and girls were nearer an agreement on this than any other question.
- d. Over one half of the students would like to talk over their problems with someone. Thirty-seven per cent knew with whom they would like to discuss their problems.
- e. In all cases the girls surpassed the boys in willingness to write, freedom of expression and approval of implement.
- f. The Summary served as a means of expression for nearly 80 per cent of the class.
- g. Sophomores need more experience in free writing.

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CHAPTER V

UNITS BASED ON SELECTED COMMON PROBLEMS LOCATED BY THE

MOONEY CHECK LIST

Planning the Content of the Group Guidance Program

Selection of topics. There are several ways of determining the needs of youth and of selecting material for a course of study in group guidance classes. In some schools the guidance needs are determined by the administration; topics of general information are selected and group guidance is conducted following the pattern of what the administration think the pupils need; or other schools the responsibility of selecting the content rests with the teacher; she may use information which she has gathered over a period of time or use her own ingenuity in planning a course of study. Some other schools use the free-writing technique in which the pupil tells about himself and his problems as he sees them. Then too, there are the schools which use the Problem Check List to identify the problems most common to pupils. The latter seems to give a clearer picture of the real problems of youth for they are separated into areas and can be discussed as problems relating to a specific area or a problem within the area.

Choice of topics for sample units. The topics for the sample units in this study were selected because

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for the sample units in this study were selected because

a large percentage of the class expressed a need for guidance in these areas. "Wanting to earn some of my own money", in the area of "Finances and Living Conditions" ranked second in importance and was scored by 35 per cent of the class. Much information has been gathered together about occupations, vocations and full-time employment but the writer could find little combined material about "Getting and Making the Most of a Part-time Job."

The unit "Learning to Do School Work More Efficiently" was selected because the area of "Adjustment to School Work", ranked first in importance to boys and girls. Girls placed it first in importance and boys second. Erickson and Smith say¹,

Counseling has but one major aim; to assist pupils to make more effective adjustments to the environment in which they live.

The pupil for twelve years lives many concentrated hours in the school environment. Every effort should be made to help him adjust to this environment.

Unit II endeavors to give new approaches to study, and offers suggestions for ways of improving and developing study skills.

The problem "Wanting a More Pleasing Personality" was chosen for Unit III because as an individual problem it ranked fourth in importance to girls. Although the boys

¹ Ibid. p.111

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The problem "Wanting a More Pleasant Personality" was chosen for Unit III because as an individual problem it ranked fourth in importance to girls. Although the boys

did not admit it to be a problem it was felt that it ranked too high in importance in the area of Social-Psychological Relations in which five problems were underscored by more than 20 per cent of the girls. All of these problems have been used in some way in the unit.

Unit organization. A generally accepted plan of unit organization was used in this study. Each unit consists of:

Central Theme

Specific Objectives

Approach Activities

Content

Suggested Activities

Correlations and Evaluations of Outcomes

Teaching aids, which include references,

visual aids and suggestions for tests.

It must be remembered that this study was prepared for a specific school in Rhode Island. At the present time no testing is done in the Sophomore year. Several tests are given to the students in the ninth and again in the eleventh and twelfth years. Consequently, the tests suggested have been limited. It must also be remembered that Personality Tests cannot be given in Rhode Island without special permission from the Director of Education.

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Unit organization. A generally accepted plan of unit organization was used in this study. Each unit consists of:

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UNIT ONE

FINDING AND MAKING THE MOST OF A PART-TIME JOB

Central Theme

Nearly every boy and girl upon completion of high school will seek a job. Many boys and girls cannot wait until graduation before they find some kind of work.

Henry Ford once said when asked to give a word of advice to the youth of America, "You will never be content or happy unless you find the way to work - to some useful occupation - whatever it may be. If your ambition is to be idle you are doomed to inevitable failure".¹

Many students choose jobs for which they are not suited, in which they are not interested. Part-time work introduces them to real job situations; it is one of the best ways of determining interests, aptitudes, and limitations in a particular occupational field.

This unit has been developed as an aid in making possible a planned approach to this vital, common problem of finding and making the most of a part-time job.

Specific Objectives

1. To acquaint boys and girls with opportunities for part-time jobs.
2. To help pupils locate part-time jobs.

¹ William Martin Proctor. Vocations. Houghton Mifflin Company, Boston, Massachusetts, 1933, p.1.

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Specific Objectives

1. To acquaint boys and girls with opportunities for part-time jobs.
2. To help pupils locate part-time jobs.

3. To show students how one part-time job may lead to another part-time or full time job.
4. To show relationship of part-time job to school work.
5. To point out difficulties that may arise on part-time job and ways of meeting these difficulties.
6. To acquaint pupils with laws regarding employment of minors.
7. To help pupils evaluate their part-time jobs.
8. To help pupils make vocational and educational plans as a result of part-time job.
9. To help pupil find out what he dislikes and cannot do and what he likes and can do well.
10. To teach pupil to budget time, work, study, and leisure time, and to save and spend money wisely.

Approach Activities

The particular activity to be utilized in this unit will depend upon many factors: the aspect of the problem which will be of the greatest concern, the time available for the unit, the opportunities that the community offers for working out of the unit, the specific needs of the pupils for whom the unit will be used.

Content

I. Reasons for wanting a part-time job

A. To earn some money

1. To provide for extras at school

3. To show students how one part-time job may lead to another part-time or full time job.
4. To show relationship of part-time job to school work.
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8. To help pupils make vocational and educational plans as a result of part-time job.
9. To help pupils find out what he dislikes and cannot do and what he likes and can do well.
10. To teach pupil to budget time, work, study, and leisure time, and to save and spend money wisely.

Approach Activities

The particular activity to be utilized in this unit will depend upon many factors; the aspect of the problem which will be of the greatest concern, the time available for the unit, the opportunities that the community offers for working out of the unit, the specific needs of the pupils for whom the unit will be used.

Content

1. Reasons for wanting a part-time job
 - A. To earn some money
 1. To provide for extras at school

- 1. a. To pay class dues
 - b. To buy season pass
 - 2. To provide for extras outside of school
 - a. To pay for dates
 - b. To pay for entertainment
 - B. To try different kinds of jobs
 - 1. To see how pupil likes selling, mechanical work, office work
 - 2. To have experience in different kinds of work
 - a. For own satisfaction on the job
 - b. For references
 - C. To make good use of leisure time
 - 1. To use hours when idle to good advantage
 - 2. To have joy of doing a good job
 - D. To meet people
 - 1. To enlarge one's group of acquaintances
 - 2. To come in contact with successful business people
 - 3. To learn to meet others more easily
- II. Kinds of part-time jobs
- A. Jobs requiring general knowledge
 - 1. Sales girls, clerks in store, general office clerk
 - 2. Errand boy, delivery boy, stock room clerk.

- a. To pay class dues
- b. To buy season pass
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- II. kinds of part-time jobs
 - A. Jobs requiring general knowledge
 - 1. Sales girls, clerks in store, general office clerk
 - 2. Errand boy, delivery boy, stock room clerk.

B. Jobs requiring special education

1. Office clerk
 - a. Typewriting
 - b. Stenography
 - c. Bookkeeping

2. Hotel clerk

C. Jobs requiring special training

1. Assistants to trained workers
 - a. Auto mechanic, carpenter, plumber
 1. Training obtained in school
 2. Training learned on the job

2. Dental assistant

3. Florist assistant

D. Self-made jobs

1. Seasonal jobs
 - a. Fall

1. Raking leaves

2. Removing and painting screens

3. Putting on storm windows

b. Winter

1. Shoveling snow

2. Tending furnace

3. Running errands for elderly

A. Locate job neighbors

4. Taking neighbor's children

sliding, skating

B. Jobs requiring special education

1. Office clerk

- a. Typewriting
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1. Shoveling snow

- 2. Tending furnace
- 3. Running errands for elderly neighbors

4. Taking neighbor's children
sliding, skating

c. Spring interest in you if recommended

1. House cleaning
2. Washing windows
3. Cleaning cellars
4. Putting on screens
5. Collecting papers

d. Summer

1. Caring for lawns and gardens
2. Watching houses of families on vacation
3. Organizing neighborhood children

e. Jobs at all times of the year

1. Baby sitting
2. Paper route
3. Running errands

E. Community service (without pay)

1. Collect for Community Chest Drive
2. Collect for Red Cross Drive
3. Assist as leaders of Boy Scouts, Girl Scouts
4. Hospital aides

III. Ways of locating a part-time job

A. Locate job by self

1. Hear about it through friends
 - a. Personal recommendation often successful

c. Spring

- 1. House cleaning
- 2. Washing windows
- 3. Cleaning cellars
- 4. Putting on screens
- 5. Collecting papers

d. Summer

- 1. Caring for lawns and gardens
- 2. Watching houses of families on vacation
- 3. Organizing neighborhood children play

e. Jobs at all times of the year

- 1. Baby sitting
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- 1. Collect for Community Chest Drive
- 2. Collect for Red Cross Drive
- 3. Assist as leaders of Boy Scouts, Girl Scouts

g. Hospital aides

h. Ways of locating a part-time job

i. Locate job by self

j. Hear about it through friends

k. Personal recommendation often successful

27. b. More interest in you if recommended

2. See sign in window

a. On the spot when needed

b. Good psychological effect of
walking into job

3. Sell idea that employer needs you

a. Employer interested in go-getter

b. Interest in job demonstrated

4. Publicize that you're looking for work

a. Friends will have you in mind when
they hear about job

B. Locate job through school. Counselor,

principal, teacher or placement director

1. School has contact with people looking
for help

2. School knows qualifications needed for jobs

C. Locate job through Want-Ads

1. State specific qualifications needed

2. State how and when to apply

D. Employment agencies

1. State employment Service

2. U. S. Employment Bureaus

3. Private Employment Bureaus

a. Offer few part-time jobs

b. Fee necessary

d. More interest in you if recommended

2. See sign in window

a. On the spot when needed

b. Good psychological effect of

waiting into job

3. Self idea that employer needs you

a. Employer interested in go-getter

b. Interest in job demonstrated

4. Publicize that you're looking for work

a. Friends will have you in mind when

they hear about job

B. Locate job through school, counselor,

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1. School has contact with people looking

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1. State specific qualifications needed

2. State how and when to apply

D. Employment agencies

1. State employment service

2. U. S. Employment Bureau

3. Private Employment Bureau

a. Offer few part-time jobs

b. Fee necessary

IV. How to get the job *how to try out skills*

A. Apply in person *strengths and weaknesses*

1. Sell self *where further study and*

a. Practice rules of courtesy

b. Have neat appearance *be work*

B. Letter of application. (Not often used for part-time job.)

1. Study essentials of good letter of application *time from school work*

2. Collect and study sample forms of

3. application blank *extra-curricular*

3. Fill out forms

V. Value of part time job

A. Work experiences help *Suggested Activities*

1. Have all students who have part time jobs tell about them.

1. To develop skills

2. To develop attitudes

2. Have students who have part time jobs tell of "How I got my job."

3. To develop habits which will be of value later in occupation

3. Have students tell about work experiences.

4. To develop a sense of money value

Examples:- Baby sitting, mother's helper, soda clerk,

department store clerk, errand boy. Draw from as

many as possible.

a. Learn to save

b. Learn to spend wisely

B. Values connected with school work

4. Have students interview employers to discover what

1. Opens up new interests

they expect from part time workers.

2. Gives meaning to subject matter

5. Have reports by students of unusual jobs.

6. Have student 3. Gives opportunity to try out skills
 - a. Shows strengths and weaknesses
 - b. Shows where further study and training needed

7. VI. Possible disadvantages of part time work

- A. Possibly injurious
 1. Health
 2. Safety
- B. May take too much time from school work and study
- C. May cause neglect of extra-curricular activities

Suggested Activities

1. Have all students who have part time jobs tell about them.
2. Have students who have part time jobs tell of "How I got my job."
3. Have students tell about work experiences.
Examples:- Baby sitting, mother's helper, soda clerk, department store clerk, errand boy. Draw from as many as possible.
4. Have students interview employers to discover what they expect from part time workers.
5. Have reports by students of unusual jobs.¹

¹ Reader's Digest, May 1948, p. 27, New York.

- 5. Gives opportunity to try out skills
- a. Shows strengths and weaknesses
- b. Shows where further study and

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- 2. Have students who have part time jobs tell of "How I got my job."
- 3. Have students tell about work experiences.
 Examples: Baby sitting, mother's helper, soda clerk, department store clerk, errand boy. Draw from as many as possible.
- 4. Have students interview employers to discover what they expect from part time workers.
- 5. Have reports by students of unusual jobs.

6. Have students list jobs in which a knowledge of special subjects is helpful. Example - Arithmetic,- clerk in store; Home Economics,- mother's helper; Spelling,- filing clerk.
7. Conduct a survey in the community of the part time job opportunities.
8. Have the school paper carry a column giving credit to the local concerns who employ part time workers.
9. Have class see movie "Sitting Pretty" and report on part time workers in the picture. Have them criticize the baby sitters in the picture.
10. Cooperate with the English department in theme writing using some of the following topics.
 - a. My first day at work.
 - b. The most embarrassing thing that happened to me while on the job.
 - c. The job that I applied for and did not get.
 - d. How my job helps me in school.
 - e. What I discovered on my first job that I did not previously know.
 - f. How school helps me on my first job.
11. Have students study Want-Ads. Bring in samples of those seeking part time workers.
 - a. Have students practice writing letters of application in response to Want-Ads brought in.

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11. Have students study Want-Ads. Bring in samples of those seeking part time workers.
 - a. Have students practice writing letters of application in response to Want-Ads brought in.

11. b. Have class discuss letters and decide whether applicant has qualifications for job.
12. Have students write skit in which members of class would act out applying for job.
13. Have the art students in the class make posters that will help in getting a job.
14. Have Library students find books and magazines in the school library that have information about part time jobs.
15. Study Dictionary of Occupational Titles¹
 - a. To see variety of part time and full time jobs.
 - b. To determine differences between entry and non-entry classifications.
 - c. To see where part time experience may lead to full time jobs.
 - d. Study Sale Clerk 1-70.10,1-X5.5
 1. Classify service
 2. See possibilities for other part time jobs for boys and girls
 - e. Study full time jobs that come from part time jobs.
 - f. Discuss further education and training needed.

¹ Dictionary of Occupational Titles, Part IV. Entry Occupational Classification, 1944, Washington, D. C.

- d. Have class discuss letters and decide whether applicant has qualifications for job.
12. Have students write skit in which members of class would not be applying for job.
13. Have the art students in the class make posters that will help in getting a job.
14. Have library students find books and magazines in the school library that have information about part time jobs.
15. Study Dictionary of Occupational Titles:
 - a. To see variety of part time and full time jobs.
 - b. To determine differences between entry and non-entry classifications.
 - c. To see where part time experience may lead to full time jobs.
 - d. Study Safe Clerk I-70.10, I-X2.5
 1. Classify service
 2. See possibilities for other part time jobs for boys and girls
 - e. Study full time jobs that come from part time jobs.
 - f. Discuss further education and training needed.

16. Select other part time jobs suggested by students.
 - a. Study possibilities of jobs.
 - b. Have students practice using Dictionary of Occupational Titles.
17. Give some of the following tests to discover interests of students.
 - a. Kuder Preference Record.
 - b. Occupational Interest Inventory.
 - c. Strong - Vocational Blanks.
 - d. Bell Adjustment Inventory.
18. Invite Attendance Officer to class to explain child labor law, and to answer questions about local employment.
19. Have class fill out working papers.
20. Have students get samples of Social Security cards for examination.
 - a. Explain meaning of Social Security.
 - b. Have students study other plans of security, pension plans, retirement plans.
21. Make budget of time, giving thought to study, work and leisure.
22. Study Dictionary of Occupational Titles - Leisure Time Activities.¹
 - a. See possibilities members have for developing full time employment out of their hobbies.

¹ Op. cit. p. 165

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 - b. Have students study other plans of security, pension plans, retirement plans.
21. Make budget of time, giving thought to study, work and leisure.
22. Study Dictionary of Occupational Titles - Leisure Time Activities.
 - a. See possibilities workers have for developing full time employment out of their hobbies.

- b. Arrange interviews with some who have made full time jobs as a result of a hobby.

Correlations

1. English

- a. Learning to write business letters
- b. Learning to speak correctly
- c. Theme writing and play writing

2. Mathematics

1. Reviewing fundamentals of arithmetic for sales jobs.
2. Making budgets

3. Spelling

1. Seeing the importance of knowing how to spell for filing jobs.

4. Art

1. Making posters

5. School paper

1. Writing column on information about part time jobs, and hints for applying

Evaluation of Outcomes

There are many practical and educational values derived from part time work providing the hours and nature of the work do not interfere with study. To obtain exact measurement of the effect this unit will have on the

- 64
- b. Arrange interviews with some who have made full time jobs as a result of a hobby.

Correlations

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Evaluation of Outcomes

There are many practical and educational values derived from part time work providing the hours and nature of the work do not interfere with study. To obtain exact measurement of the effect this unit will have on the

students is a difficult task.

Evidences of success which might be of help to the teacher are:

1. Observations of teachers in change of student interest and behavior in certain subjects.
2. Reports of satisfaction from local part time employers.
3. Comments from individual pupils in regard to help they have received.
4. Increased interest among students in regard to class work.

Teaching Aids

1. References:

For Teachers and Students. *For Teachers only.

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- Rexford, Smith, Sellin, Frabbito. Beyond the School, Henry Holt and Company, 1933.
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*Williamson, E. G. How To Counsel Students, McGraw-Hill Book Company, New York, 1939.

*Wright, Barbara H. Practical Handbook For Group Guidance, Science Research Associates, Chicago, Illinois, 1948.

Periodicals Useful in Guidance Programs.

American Vocational Journal, American Vocational Association, Inc., 220 East 42nd Street, New York 17, New York, \$2.00 per year.

Glamour, Conde Nast Publications Inc., Greenwich, Connecticut.

Mademoiselle, Street and Smith Publishers Inc., 122 East 42nd Street, New York 17, New York.

Occupational Index, Occupational Index, Inc., New York University, Washington Square East, New York 3, New York, \$5.00 per year.

Occupations, - The Vocational Guidance Journal, National Vocational Guidance Association, Inc., 82 Beaver Street, New York 5, New York, \$3.50 per year.

Reader's Digest, Pleasantville, New York, "Make Your Vacation Pay", May 1948, p.27

Scholastic Magazines, Scholastic Corporation, 220 East 42nd Street, New York 17, New York.

School and Society, Society for the Advancement of Education, New York, New York, \$5.00 per year.

Seventeen, 400 North Broad Street, Philadelphia 1, Pennsylvania, "Summer Jobs", June 1948.

Guidance Index, (Formerly Vocational Guide) Science Research Associates, Chicago 4, Illinois.

Vocational Trends, Science Research Associates, 228 South Wabash Avenue, Chicago 4, Illinois, \$3.00 per year.

II. Other Sources of Information

1. Forrester, Gertrude. Occupations, A Selected List of Pamphlets, H. W. Wilson Company, New York, 1946.
2. Greenleaf, Walter J. Guide to Occupational Choice and Training, U.S. Government Printing Office, Washington 25, D.C., 1947, \$.35.
3. Course of Study in Guidance, Department of Public Schools, Providence, Rhode Island, 1942.

III. Visual Aids

1. Finding Your Life Work (2 reels, 16mm.)
2. I Want a Job (Forum Films - 2 reels).

The above two may be rented by day or week.

Boston University School of Education, Division of Teaching Aids, 84 Exeter Street, Boston 16, Massachusetts.

or

Visual Education Service, Inc., Newbury Street, Boston 16, Massachusetts.

Films, Slide 35 mm

1. How to Apply for, Win and Advance on the Job.
2. Your Job, Are Your Preparing For It?

Society for Visual Education, Inc.
Chicago, Illinois.

Placards of America's Major Job Fields

1. Jobs in Action Picture Series
Science Research Associates
228 South Wabash Avenue
Chicago 4, Illinois.

IV. Interest Inventories

1. Kuder Preference Record
Science Research Associates
228 South Wabash Avenue
Chicago 4, Illinois
2. Occupational Interest Inventory
California Test Bureau
5916 Hollywood Boulevard
Los Angeles 28, California.
3. Strong-Vocational Interest Blanks
Stanford University Press
Stanford University, California.

Specific Objectives

To help the individual:

1. To learn there is a technique which can be applied to study as well as to other activities.
2. To separate the important from the unimportant things to study.
3. To arrange a time allotment for study.
4. To decide the best physical set-up for study.
5. To learn the meaning of concentration and its importance in learning how to study.
6. To realize that efficiency grows with interest.
7. To correct poor study habits and learn new ones.

IV. Interest Inventories

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Chicago 4, Illinois
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Los Angeles 28, California
3. Strong-Vocational Interest Blank
Stanford University Press
Stanford University, California

UNIT TWO

LEARNING TO DO SCHOOL WORK MORE EFFICIENTLY

Central Theme

The lack of ability to do school work efficiently is one of the common problems of youth and is evidenced by the many failures that occur in schools each year. The lack of knowing how to study is recognized as an important factor in this inefficiency. It is believed that through more concentrated effort and planned study skills, study habits can be developed and school work considerably improved. This unit is an attempt to meet this common problem.

Specific Objectives

To help the individual:

1. To learn there is a technique which can be applied to study as well as to other activities.
2. To separate the important from the unimportant things to study.
3. To arrange a time allotment for study.
4. To decide the best physical set-up for study.
5. To learn the meaning of concentration and its importance in learning how to study.
6. To realize that efficiency grows with interest.
7. To correct poor study habits and learn new ones.

8. To build up self-confidence through a better understanding of subject matter.
9. To read more efficiently.
10. To encourage original and creative thinking.
11. To stimulate thinking through wide areas of thoughts rather than through words or sentences.
12. To utilize more effectively periods assigned in school for study.
13. To bring about reflective thinking and problem solving.
14. To understand that spending long hours at study does not necessarily bring desired results.

Approach Activities

The activities to be utilized in using this unit depend upon: the needs of the pupils at the time the unit is being used; the time available in the program for the unit; the work previously covered; the time of year the unit is used.

Content

1. Importance of learning to do school work more effectively
 - A. Education is an investment for the future.
 1. Education helps to prepare for a pattern of life.

2. Education is a process of training and discipline.

B. Certain skills must be developed to get the most out of education.

1. Learning is better when need for knowledge or skill is felt.

2. Education requires effective reading, good study habits and ability to solve problems.

II. Planning a budget of time for study

A. A simple time schedule for study saves unnecessary waste of time.

1. Provide a fair amount of time for each subject.

2. Leave some time for unfinished work.

B. Study in school soon after recitation is a time saver.

1. Study while recitation is fresh in mind.

2. Ask teacher questions while still in school.

C. Prepare most difficult lesson first.

1. Study while mind is rested.

2. Less difficult subjects may be more interesting, thus need less concentration.

III. Suggestions for efficient study

A. Physical surroundings

1. Have a definite time and place to study.
2. Choose quiet, private place if possible.

3. Importance a. Own room preferable

4. What b. Kitchen after dishes are done

3. Regulate temperature of room - 70°
4. Comfortable chair, study table or desk
5. Sufficient light

B. How to a. Indirect preferred to study

1. b. If direct over left shoulder,

2. Avoid glare on paper

6. Have necessary supplies available.

7. The use of a. Pens, pencils, ink, paper

8. The use of b. Books, notes, dictionary

7. Eliminate all things that distract attention.

2. a. Radio

3. b. Avoid mind wandering

B. B. Approach to study

1. Start to study immediately

8. An 2. Don't wait for inspiration

3. Review main points in last lesson before beginning advance work

4. To check back in and out

4. Make outline of work to determine important points.

5. Keep separate assignment book and understand true meaning of assignments.

IV. Importance of concentration in studying

A. What concentration means

1. Ability to give one's attention to certain tasks

2. Ability to control one's thoughts

B. How to improve one's ability to study

1. Selects the important data

2. Eliminates disturbing distractions

3. Helps to select and retain main ideas

V. The use of the Library and its effects on study

A. The Library is a source of information on school subjects

1. Encyclopedias

2. History, literature

3. Science

B. The Librarian is available to help students find material.

C. An efficient student learns elementary rules of use of Library.

1. To use card catalogue

2. To check books in and out

3. To leave books on table when finished with them
4. To be quiet, courteous and considerate of others

VII. D. Good students do Library assignments early

1. Get books when assignment given
2. Read promptly
3. Return book so others can use it

VI. Preparing for an examination

A. The secret for success in examination is preparation.

1. Know what the examination is to cover
2. Review the facts frequently
3. Study outlines and notes carefully
4. Use questions at end of chapter as basis for questioning
5. Select information which seems important to you.

B. Be prepared at time of examination.

1. Have pencil and pen ready
2. Read questions carefully before answering
3. Answer questions you know first, return to others later
 - a. Don't spend too much time on one question

3. b. Watch time to see you finish
4. Write neatly and carefully
5. Review paper before handing in
6. Don't worry

VII. Teachers and part they play with success in study

A. Teachers want pupils to succeed.

1. Try to understand what teachers expect of pupils
2. Find out how they like work done and endeavor to do it that way
3. Cooperate with them
4. Pass in assignments on time.

Suggested Activities

1. Administer a Study Habit Inventory or Check List of items pertaining to study skill. Help each pupil determine his standing.
2. Keep a daily schedule of time spent in study for a period of time.
 - a. Mark study, recreation, work and other activities in different colored crayon.
 - b. Suggest changes.
3. Discuss study methods, recommendations of techniques of successful students.
4. Discuss outlining and note taking.

5. Discuss food, rest, exercise and recreation and effect on study.
6. Have pupils tell of conditions under which they study.
 - a. From group discussion come to decision of possible changes that could be made.
 1. Light
 2. Temperature
 3. Table, desk, equipment
 - b. Discuss good study conditions of members of class.
7. Perform experiment with concentration.
 - a. Have pupils read with radio or victrola playing.
 - b. Have pupils read in quiet room.
 - c. Have pupils read with planned interruptions of which they are not aware.
 - d. Give test after each experiment and discuss results.
8. Have dictionary drills.
9. Give speed of reading tests.
10. Use measurement-aptitude tests.
11. Have pupils read books and articles on "How to Study", and pool results.
12. Have art students in class make sketches of desirable and undesirable study rooms.
13. Discuss the following inscription found on the monument of Booker T. Washington at Tuskegee, "He lifted the veil of ignorance from his people and

3. pointed the way to progress through education and industry".
 - a. Read the life of Booker T. Washington.
 - b. Discuss it in relation to making the most of education and study.
14. Have pupils select one of the subjects they dislike the most.
 - a. Have them concentrate on it.
 - b. Have them try to develop new skills.
 - c. Have them try to develop new interests.
15. Have debate using the following quotation - "Waste of wealth is sometimes retrieved; waste of health seldom; waste of time never".¹

Correlation of a Unit of Study With Other Subjects

1. English
 - A. Opportunity for written reports on various phases of study.
 - B. Opportunity for oral reports
 - C. Book reports - successful people and obstacles they overcame

2. Art

- A. Posters "How to Study"
- B. Sketches - good and poor study rooms

¹ Source unknown

3. Health

- A. Posture
- B. Food - effect on study
- C. Light
- D. Rest, recreation, relaxation

Evaluation of Outcomes

Since the ability to study is such an important factor in school success, specific effort must be made to help pupils develop this skill. The following suggestions can be used as an evidence of improvement:

1. Pupils may report their success in their individual efforts to develop this ability.
2. Some evidences of improved methods of study may be observed by better grades on report cards.
3. The attitude of the pupils toward study may change.
4. Reports of changes of attitudes may come to counselor of students in reference to assignments.

Teaching Aids

1. References:

For Teachers and Students. *For Teachers only.

Crawford, Claude C., Ethel G. Cooley and C.C.Trillingham.
Living Your Life, D. C. Heath and Company, Boston,
1940. p.32-77; 48; 212.

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Germaine, C. E. and Edith G. Germaine. Personnel Work in High School, Silver Burdett Company, New York, 1941.

Gerken, C. D'A. Study Your Way Through School, Science Research Associates, Inc., 228 South Wabash Avenue, Chicago 4, Illinois.

*Koos, Hughes, Hutson, Reavis. Administering the Secondary School, American Book Company, New York, 1940 Ch. VI.

*McKown, Harry C. How to Pass a Written Examination, McGraw-Hill Book Company, Inc., New York, 1939.

Powell, Frank V. Better Dictionary Work Habits, C. C. Merriam Company, Springfield, Massachusetts, 1935.

*Providence, Rhode Island, Course of Study in Guidance, Department of Public Schools, Providence, 1942

Robinson, Francis P. Diagnostic and Remedial Techniques for Effective Study, Harper and Brothers, New York, 1941.

Strang, Ruth, Investing in Yourself, Consumer Education Series, Unit No. 4, National Education Association, 1201 Sixteenth Street, N.W., Washington, 6, D. C.

*Williamson, E. G. How to Counsel Students, McGraw-Hill Book Company, Inc., New York, 1939, Chapters XIV-XVI.

*Wimmer, G. W. Dilemma of Homework, National Education Association, J 36; 633 D'47.

Wrenn, C. Gilbert, Practical Study Aids, Stanford University Press, Stanford University, California.

Wrenn, C. Gilbert and Robert P. Larsen. Studying Effectively, Stanford University Press, Stanford University, California, 1941.

2. Visual Aids

Books displayed in Library, "How to Study"

Bulletin Boards

Posters

Displays

Films: How to Read a Book, 16 mm. Coronet Instructional

Films, 65 East South Water Street, Chicago 1, Illinois.

Tests: Buswell, Guy T. SRA Reading Record, Science Research Associates, Inc., 228 South Wabash Avenue, Chicago 4, Illinois.

The problem that confronts leaders of youth is to help them decide what is this indescribable quality; to help them decide what it is they are trying to achieve; and to help them develop a personality that is becoming and individual to them alone.

What is personality? Webster¹ defines it as "The quality or state of being personal or of being a person; a personal existence or identity....individuality".

Personality is the central theme of several popular songs.² It is associated with all forms of success and prosperity. Charm schools, leaders of fashion and advertisers of health products use it as a lure to buy their products.

¹ Webster's Collegiate Dictionary, Fifth Edition, G. C. Merriam Company, Springfield, Massachusetts, 1957.

UNIT THREE

WANTING A MORE PLEASING PERSONALITY

Central Theme

One of the problems which concerns high school boys and girls the most is how to become popular. This is associated with the way they look and dress, with make-up, grooming and vitality. They are concerned with discovering the kinds of behavior that will make people like them, that will bring them friends; that will help them to get along with others and that will help them have a pleasing personality.

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¹ Webster's Collegiate Dictionary, Fifth Edition, G. C. Merriam Company, Springfield, Massachusetts, 1937.

Bennett¹ has given it color and feeling. She says,

Personality is a living, ever changing tapestry. Its warp is fashioned out of our human potentialities; its woof is spun from the world of people and things. We are the pattern as we live from day to day.

Our democratic social order is the producer of humanity's experience in building an environment in which we may all achieve self-realization through the weaving of rich and well-integrated patterns of personality.

If all that is known about the human personality were applied in planning and directing our lives there would doubtless be as momentous changes wrought in them as have already been effected in our physical environment.

This unit has been developed as an aid in making possible a planned approach to this vital, common problem.

Specific Objectives

To enable each pupil:

1. To understand that personality is ever growing and ever changing.
2. To realize that personality goes deeper than outward appearances.

Approach Activities

3. To understand that the keynote of both charm and good breeding is naturalness.
4. To be aware that the way of behavior is deeply rooted in us by habit.

¹ Margaret E. Bennett, and Harold C. Hand. Forward, Designs for Personality, McGraw-Hill Book Company, Inc. New York, 1938.

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This unit has been developed as an aid in seeking

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problem.

Scientific Objectives

To enable each pupil:

1. To understand that personality is ever growing and ever changing.
2. To realize that personality goes deeper than outward appearance.
3. To understand that the keynote of both charm and good breeding is naturalness.
4. To be aware that the way of behavior is deeply rooted in us by habit.

¹ Margaret A. Bennett, and Harold C. Hand, Forward, Designs for Personality, McGraw-Hill Book Company, Inc., New York, 1938.

5. To understand himself and discover his potentialities.
6. To realize that by developing a variety of interests, and skills he can change his personality.
7. To realize that to be liked, one must like others.
8. To make a distinction between popularity based upon external appearances and worth.
9. To understand that neither good looks nor money is essential to popularity.
10. To realize that one must respect himself if others are to respect him.
11. To know that the best cure for a feeling of inferiority is to build on each success no matter how small.
12. To realize that people like cheerful companions.
13. To appreciate that no other force influences our personalities so much as the people we meet.
14. To be aware that personality is the sum total of how we think and act as members of groups.
15. To have the ability to appreciate the worth of others.

Approach Activities

The specific activity to be utilized in introducing this unit will depend upon several factors; the resourcefulness of the teacher; the needs of the class; the extent of work previously covered; and the experiences of the children.

1. 4. Less important Content

I. Reasons for wanting a pleasing personality

A. Satisfactory reasons: own, family position

1. To get along with people
2. To work cooperatively with people
3. To meet and talk to people easily
4. To obtain happiness
5. To be more attractive to others

B. Unsatisfactory reasons:

1. To get invited to do things with a "certain group"
2. To get undeserved praise and recognition
3. To win approval
4. To desire to get promotions or elections for

IV. Things officers like in others that distract from

II. Distinguishing the important from the less important values as a basis of a Pleasing Personality

A. Important

1. High standards and ideals
2. Ability to get along with others
3. Poise and confidence
4. Outlook on life
5. The ability to appreciate the worthwhile things.
6. "Flashing the gallery"
7. Loving one's temper

B. Less important

1. Beauty, wealth, money, gifts
2. Personal possessions, family position

III. Things that we like in others that contribute to a pleasing personality.

1. Kindness, friendliness
2. Courtesy
3. Individuality, sincerity
4. Good conversationalist
5. Neatness, cleanliness
6. Cheerfulness
7. Interest in many things or deep seated interest in a few
8. Generosity

IV. Things that we dislike in others that distract from a pleasing personality

1. Thoughtlessness, unkindness
2. Rudeness
3. Untidiness
4. Being too critical of others
5. Stinginess
6. Grouchiness
7. Gossiping
8. "Playing to the gallery"
9. Losing one's temper

10. Boastfulness

11. Bossiness

12. Fault-finding

13. Talking too much about oneself

14. Always belittling

V. Things one can do to develop a pleasing personality

A. Changes that will effect others

1. Personal appearance, neatness, cleanliness, posture

2. The development of the art of being a good conversationalist

a. Listening with interest to others

b. Being interested in other's activities and interests

B. Changes that will effect you

1. Learning to relax and achieve real repose

2. Overcoming inferiority complex

a. Pick out something you can do well

b. Develop a new skill or interest

3. Facing life courageously

4. Substitute doing for wishing

a. Having a plan

b. What is worth doing is worth doing well

5. Developing new interests

6. Making new friends

VI. Methods of learning about one's own personality

A. By using check lists, rating scales and personality inventories

B. By getting the opinions of others through questionnaires, rating scales, check lists and discussions

1. Classmates

2. Teachers

3. Family

4. Friends

C. By observing others and determining the traits one admires and dislikes

D. By reading about successful people and determining the qualities which they had that contributed to a pleasing personality.

Suggested Activities

1. Watch people with whom you come in contact

a. Decide which traits you admire

b. Copy pleasing traits

c. Discard displeasing traits

2. Consider people you know

a. What are traits that make them popular?

b. What are traits that make them unpopular?

3. Study own personality

a. Break it down into parts

- b. Criticize self
 - c. List things that attract others
 - d. List annoying habits
4. Invite a personnel manager from a large store or business concern to talk to class about qualities he seeks in hiring personnel.
5. Invite a stylist - man or woman from clothing store to talk to class on appropriate dress for different occasions and for different types of people.
6. Have home economics teacher or instructor from school of beauty culture give talk on grooming.
7. Arrange for a hobby show.
 - a. Have members of class discuss hobbies
 - b. How they became interested
 - c. How to develop hobbies
8. Discuss the meanings of the words "person", "personal", "personality"
 - a. Write a short essay on "Is personality a mask for one's real self?"
9. Have each pupil put on paper the name of a person he admires and list the personality traits of this person.
10. Read about an historical or fictional character.
 - a. Write an essay on his personality
11. Have leaders in the class tell about personality development that might be gained in school organizations.

1. Introduction

2. The purpose of the study

3. The research method

4. The results of the study

5. The conclusion

6. The discussion

7. The references

8. The appendix

9. The summary

10. The acknowledgments

11. The abstract

12. The introduction

13. The purpose of the study

14. The research method

15. The results of the study

16. The conclusion

17. The discussion

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19. The appendix

20. The summary

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22. The abstract

23. The introduction

24. The purpose of the study

25. The research method

26. The results of the study

27. The conclusion

28. The discussion

- a. Dramatic club, chorus, Hi-Tri, Hi-Y
- 12. Read a book on personality and have reports.
- 13. Have pupils state what they like in their friends.
 - a. Self-control, good sportsmanship, friendliness, honesty, straightforwardness, good appearance
 - b. Discuss how each of these qualities might be developed and the worth-whileness of developing them.
- 14. Let boys and girls make lists of the points of grooming which they would like the others to observe.
- 15. Show posture film.
- 16. Have physical education teacher discuss good posture.
- 17. Make a list of tactful ways of helping persons who have disturbing faults or habits.
- 18. Have class describe fears that occurred to them and how they were overcome.
- 19. Invite school psychologist to speak to the class on some phase of mental hygiene.

Evaluation of Outcomes

To obtain accurate and specific information on the effect of the experiences provided in this unit on the personality of the pupils will be an impossibility. Some attempt, however, should be made to evaluate the outcomes of class activity.

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16. Have physical education teacher discuss good posture.
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Evaluation of Outcomes

To obtain accurate and specific information on the effect of the experiences provided in this unit on the personality of the pupils will be an impossibility. Some attempt, however, should be made to evaluate the outcome of class activity.

Suggested ways of measuring development are:

1. Observation of changes in pupil's personality.
2. Comments of pupils of changes in their own and others' personalities.
3. Evidence that pupils values have changed in regard to the true meaning of personality.
4. Use of self-rating and personality inventories.
5. Evidences of changes in attitudes of pupils toward each other.

CORRELATION OF A UNIT OF STUDY ON PERSONALITY

WITH OTHER SUBJECTS.

1. English

A. Poise is obtained by those participating in,

1. Debating
2. Public speaking
3. Dramatics
4. Reading

a. Biographies

b. Autobiographies

c. General reading.

B. Acquaintance with some of the best poets can be

made by discussion of poetry - the thought of the poet and personality can be brought out:

1. "O wad some power the giftie gie us
to see yoursel's as others see us."

Robert Burns.

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CORRELATION OF A UNIT OF STUDY ON PERSONALITY WITH OTHER SUBJECTS.

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A. Points to obtain by those participating in,

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4. Reading
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 - b. Autobiographies
 - c. General reading.

B. Acquaintance with some of the best poets can be made by discussion of poetry - the thought of the poet and personality can be brought out:

1. "I had some power the little girl as
to see yourself as others see us."
Robert Burns

2. "I am a part of all that I have met."

Tennyson.

3. "The year's at the spring
And day's at the morn
Morning's at seven;
The hill-side's dew-pearled;
The lark's on the wing;
The snails' on the thorn;
God's in his heaven
All's right with the world!"

Robert Browning

2. Music

- A. Discussion and singing of songs in which personality plays a strong part.
- B. Participation in group singing, orchestra, band, help to develop poise and personality.
- C. Excellence in any of the above give a feeling of success which gives security and helps develop personality.

3. Art

- A. Personality can be demonstrated in two ways:
 - 1. Through the student who,
 - a. Draws and paints
 - b. Makes posters and decorates bulletin boards.
 - c. Plans exhibits
 - 2. For the student who studies the above

4. Home Economics

- A. Personality can be developed by,
 - 1. Becoming aware of one's physical assets and

2. "I am a part of all that I have met."

Tennyson.

3. "The year's at the spring
And day's at the morn;
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- A. Personality can be developed by:
 - 1. Becoming aware of one's physical assets and

liabilities.

1. Refer 2. Learning how to groom and dress oneself becomingly.

3. Becoming at ease in social situations.

4. Learning how to meet and greet people.

5. Physical Education

A. Personality can be improved by,

1. Becoming proficient in one or more sports.

2. Learning how to use one's leisure time advantageously.

3. Learning several recreational activities so one will be at ease when with others.

4. Becoming a good dancer.

5. Developing good posture.

6. Public Speaking, Dramatics, Assemblies, Debating

A. Learning to express oneself with ease.

B. Developing a good speaking voice

C. Learning how to stand well.

7. Social Studies

A. Studying about successful people who have had pleasing personalities.

1. Public Speaking

- 2. Learning how to know and dress oneself becomingly.
- 3. Becoming at ease in social situations.
- 4. Learning how to meet and greet people.

2. Physical Education

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 - 1. Becoming proficient in one or more sports.
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Teaching Aids

1. References:

For Teachers and Students. *For Teachers only.

Allen, Betty, and Mitchell P. Briggs, Behave Yourself, J. B. Lippincott Company, New York, 1937.

Bennett, Margaret and Harold C. Hand, Designs for Personality, McGraw-Hill Book Company, Inc., New York, 1938.

*Cassidy, Rosalind and Hilda C. Kozman, Counseling Girls in a Changing Society, McGraw-Hill Book Company, Inc., New York, 1947.

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Lloyd-Jones, Esther, and Ruth Fedder. Coming of Age, Whittlesley House, New York, 1946.

Strang, Ruth. Investing in Yourself, Consumer Education Study, National Education Association, Washington 6, D. C., 1945.

Wright, Barbara H. Practical Handbook for Group Guidance, Science Research Associates, Chicago, Illinois, 1948.

2. Periodicals useful for Guidance:

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1. References:

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- Gilman, Gonda. West Publications, Greenwich, Connecticut.
- Wadsworth, Stuart and Smith Publications, Inc., 1952
East 42nd Street, New York 17, New York.

Reader's Digest, Pleasantville, New York.

Scholastic Magazine, Scholastic Corporation, 220 East
42nd Street, New York 17, New York.

School and Society, Society for the Advancement of
Education, New York.

Seventeen, 400 North Broad Street, Philadelphia 1,
Pennsylvania.

3. Visual Aids:

Bulletin Boards

Displays

Original class work

Pictures

Films

Schreiber, Robert and Leonard Calvert. Building an
Audio-Visual Program, Science Research Associates,
228 South Wabash Avenue, Chicago 4, Illinois.

4. Tests:

Allport, Gordon W. and Philip E. Vernon. A Study of
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Reader's Digest, Pleasantville, New York.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A summary of the findings of this study discloses the following facts.

The Mooney Problem Check List High School Form was given to 214 sophomore students in School X in a town in Rhode Island. All students with one exception revealed that they experienced some problems indicated in the test. The number of problems underscored by all of the students was 6,206, while the number of problems circled was 1,308. Girls underlined 3,702 problems and circled 930. Boys underlined 2,504 problems and circled 378. Girls underlined and circled more problems than boys. The average number of problems underlined per pupil was 29.

The two areas which were scored by the greatest percentage of girls and boys were Adjustment to School Work and Curriculum and Teaching Procedures. The two areas which were scored the least by both boys and girls were Health and Physical Development and Morals and Religion.

The problem that was scored and circled by the largest percentage of girls and boys was in the Area of Curriculum and Teaching Procedures. "Lunch hour too short;"

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were Health and Physical Development and Morals and

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The problem that was scored and circled by the

largest percentage of girls and boys was in the Area of

Curriculum and Teaching Procedures. "Lunch hour too short;"

was checked by 57 per cent of the class. Inasmuch as the lunch period is late in the day and is limited to 20 minutes there seems to be justification for complaint. This is an administrative problem, and as the school is functioning under an emergency schedule at the present time, nothing can be done to eliminate it. The second highest problem that was common to both boys and girls was, "Wanting to earn some of my own money." This was scored by 35 per cent of the class. Unit I - "Finding and Making the Most of a Part Time Job," based upon the needs of the pupils has been included in this study. Two other units have been included, Unit II - "Learning to Do School Work More Efficiently," based upon the problem, "Not Spending Enough Time on Study," which was common to 27 per cent, and Unit III - "Wanting a More Pleasing Personality," based upon the problem of the same name, was common to 32 per cent of the girls.

The area - Adjustment to School Work was first in rank order by the girls; this was scored by nearly 13 per cent. The area - Morals and Religion was scored by approximately 6 per cent of the girls, the lowest in rank order. Nearly 15 per cent of the boys scored, Curriculum and Teaching Procedures, which was first in rank order. Social and Psychological Relations was scored by approximately 6 per cent, the lowest in rank

97

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The area - Adjustment to School Work was first in rank order by the girls; this was scored by nearly 15 per cent. The area - Morals and Religion was scored by approximately 6 per cent of the girls, the lowest in rank order. Nearly 15 per cent of the boys scored, Curriculum and Teaching Procedures, which was first in rank order. Social and Psychological Relations was scored by approximately 6 per cent, the lowest in rank

order.

Discussion of the Summarizing Questions. A study of the Summarizing Questions at the end of the Mooney Check List show a fairly representative number of boys and girls felt that the check-list gave a well-rounded picture of their problems. The class as a whole enjoyed filling out the Check List. Over one half of the students would like to discuss their problems with someone, and 37 per cent of them had some particular person in mind. The girls were more responsive than the boys in both checking the problems and in the summaries.

Conclusions

Group Guidance. It would seem that the results of The Mooney Check List would furnish meaningful subject matter for discussions in Group Guidance. Units of study based on the findings are a positive way of demonstrating to the pupil that he is not singular in his problem and that there are specific ways of remedying many such difficulties.

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Further development of units. Units herein contained are but a sampling of what could be developed in conjunction with the results of testing.

Long range aims. It would seem that a follow-up of maladjustments suggested in the Mooney Check List would lead not only to more successful student life but for more purposeful roles as citizens.

Recommendations

1. The present program of guidance must be analyzed to see how adequately it is coping with student's individual problems and wherein changes can be made.
 - a. A more extensive plan for orientation for entering students.
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c. More time and better facilities for individual counseling.

2. Results of the study should be brought to the attention not only of the guidance department but to the entire faculty.

3. Faculty should be encouraged to take courses in guidance, attend meetings, and acquaint themselves with Library and Community resources.

4. The school must study and draw into use all the existing guidance services and use the faculty members who have had training and are interested and qualified to help.

5. The services of the School Psychologist, Doctor and Nurse should be used.

6. Similar research on the problems of Junior and Senior students:

1. To see if the problems of Juniors and Seniors are similar.

2. To what degree are they common.

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APPENDIX

PROBLEM CHECK LIST

HIGH SCHOOL FORM

By ROSS L. MOONEY

Developed through the cooperation of Miles E. Cary and Dai Ho Chun at McKinley High School, Honolulu, Hawaii; John H. Herrick at Shaker Heights City Schools, Cleveland, Ohio; O. O. Royer at Johnsville-New Lebanon High School, New Lebanon, Ohio; and Arthur W. Combs at Alliance Public Schools, Alliance, Ohio.

Please fill out these blanks:

Your date of birth..... Boy..... Girl.....

Your class, or the number
of your grade in school.....

Name of your school.....

Name of the person to whom
you are to turn in this paper.....

Your name or other identification,
if desired.....

Date.....

DIRECTIONS FOR FILLING OUT THE CHECK LIST

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, you are to pick out the problems which are troubling you. There are three steps in what you do:

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, *underline* it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight". Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are *troubling you most*. Show these problems *by making a circle* around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, " (1.) Being underweight".

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.

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Bureau of Educational Research
Ohio State University
Columbus, Ohio

For Counselors' Reference—Space for Area Totals

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
CTP	
TOTAL...	

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Tiring very easily
5. Frequent illnesses
6. Having less money than friends have
7. Learning how to save money
8. Having to ask parents for money
9. Having no regular allowance (or regular income)
10. Wanting to earn some of my own money
11. Being ill at ease at social affairs
12. Wanting to learn how to dance
13. Awkward in meeting people
14. Unsure of my social etiquette
15. Wanting to learn how to entertain
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Lack of sex attractiveness
20. Uninterested in the opposite sex
21. Being left out of things
22. Getting into arguments
23. Hurting people's feelings
24. Being talked about
25. Getting rid of people I don't like
26. Losing my temper
27. Taking some things too seriously
27. Nervousness
29. Laziness
30. Worrying
31. Living up to my ideal
32. Failing to go to church
33. Puzzled about the meaning of God
34. Science conflicting with my religion
35. Being treated unkindly because of my religion
36. Being treated unkindly because of my race
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in chosen vocation
45. Wondering what I'll be like ten years from now
46. Being a grade behind in school
47. Absent from school too often
48. Adjusting to a new school
49. Not spending enough time in study
50. Taking wrong subjects
51. Poor place to study at home
52. No suitable place to study at school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Too little freedom in classes
56. Frequent headaches
57. Weak eyes
58. Lack of appetite
59. Digestive troubles
60. Not getting proper diet
61. Too little money for school lunches
62. Working too much outside of school hours
63. Too few nice clothes
64. Getting money for education beyond high school
65. Learning how to spend my money wisely
66. Taking care of clothes and other belongings
67. Making a good appearance
68. So often not allowed to go out at night
69. In too few school activities
70. Wanting to get into a certain club
71. "Going steady"
72. Girl friend
73. Boy friend
74. Disappointment in a love affair
75. Wondering if I'll find a suitable mate
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Lacking leadership ability
79. Being a poor judge of people
80. Too easily led by other people
81. Stubbornness
82. Carelessness
83. Getting too excited
84. Forgetting things
85. Not taking some things seriously enough
86. Disliking church services
87. Having no chance to go to a church
88. Confused in my religious beliefs
89. Puzzled about prayer
90. Wanting communion with God
91. Not living with my parents
92. Parents separated or divorced
93. Being an only child
94. Mother not living
95. Father not living
96. Needing to decide on an occupation
97. Needing information about occupations
98. Lacking work experience to get a job
99. Trying to combine marriage and a career
100. Concerned over military service
101. Not getting studies done on time
102. Don't know how to study effectively
103. Worrying about grades
104. Poor memory
105. Slow in reading
106. Textbooks hard to understand
107. So often feel restless in classes
108. Teachers too theoretical
109. Classes too large
110. Teachers doing too much of the talking

111. Not as strong and healthy as I should be
112. Not enough outdoor air and sunshine
113. Poor complexion
114. Frequent colds
115. Poor teeth
116. Needing money for better health care
117. Not being allowed to buy my own clothes
118. Too little money for recreation
119. Having to watch every penny I spend
120. Needing a job in vacations
121. Too little chance to do what I want to do
122. Not enough time for recreation
123. Not allowed to go around with the group I like
124. Being made to go to bed too early
125. Too little social life
126. Not knowing how to entertain on a date
127. Not being allowed to have dates
128. Engagement
129. Embarrassed in discussion of sex
130. Afraid of close contact with the opposite sex
131. Shyness
132. Feelings too easily hurt
133. Don't make friends easily
134. Having no close friends
135. Feeling inferior
136. Moodiness, having the "blues"
137. Can't make up my mind about things
138. Afraid of making mistakes
139. Too easily discouraged
140. Sometimes wishing I'd never been born
141. Losing faith in religion
142. Failing to see value of religion in daily life
143. Confused on some moral questions
144. Yielding to temptations
145. Having a guilty conscience
146. Being criticized by my parents
147. Parents favoring another child
148. Mother
149. Father
150. Death in the family
151. Restless to get out of school and into a job
152. Choosing best courses to take next term
153. Getting needed education for chosen occupation
154. Wanting advice on what to do after high school
155. Graduating without being vocationally trained
156. Trouble with mathematics
157. Weak in writing
158. Weak in spelling or grammar
159. Trouble in outlining or note-taking
160. Trouble in using the library
161. Too few books in the library
162. Teachers lacking interest in students
163. Teachers lacking personality
164. Dull classes
165. Wanting subjects I'm not allowed to take
166. Poor posture
167. Being clumsy and awkward
168. Too short
169. Too tall
170. Not very attractive physically
171. Living too far from school
172. Living in a poor neighborhood
173. Borrowing money for school expenses
174. Needing to find a part-time job now
175. May have to quit school to work
176. Too little chance to go to shows
177. Nothing interesting to do in spare time
178. Too little chance to listen to radio
179. No place to entertain friends
180. Having no hobby
181. Too few dates
182. Being in love
183. Marriage
184. Going with a person my family won't accept
185. Concerned over proper sex behavior
186. Being criticized by others
187. Picking the wrong kind of friends
188. Unpopular
189. Being called "high-hat" or "stuck-up"
190. Being watched by other people
191. Lost—no sense of direction in my life
192. Failing to get ahead
193. Not doing anything well
194. Can't see the value of daily things I do
195. Not having any fun
196. Bothered by ideas of heaven and hell
197. Wanting to know what the Bible means
198. Wondering what becomes of people when they die
199. Can't forget some mistakes I've made
200. Afraid God is going to punish me
201. Never having any fun with father or mother
202. Clash of opinions between me and my parents
203. Talking back to my parents
204. Parents not trusting me
205. Wanting more freedom at home
206. Deciding whether or not to go to college
207. Choosing best courses to prepare for college
208. Choosing best courses to prepare for a job
209. Not knowing what I really want
210. Not knowing the kind of person I want to be
211. Worrying about examinations
212. Not fundamentally interested in books
213. Unable to express myself in words
214. Vocabulary too limited
215. Difficulty with oral reports
216. Wanting more help from the teacher
217. Teachers not friendly to students
218. School is too strict
219. Too many poor teachers
220. Teachers lacking grasp of subject matter

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| <p>221. Physical handicap</p> <p>222. Afraid I may need an operation</p> <p>223. Frequent sore throat</p> <p>224. Menstrual disorders</p> <p>225. Not enough sleep</p> <p>226. Having to earn some of my own money</p> <p>227. Employed late at night on a job</p> <p>228. Working for all my own expenses</p> <p>229. Getting low wages</p> <p>230. Disliking my present employment</p> <p>231. Not enjoying many things others enjoy</p> <p>232. Too little chance to get into sports</p> <p>233. Not being allowed to use the family car</p> <p>234. Not enough time to myself</p> <p>235. Too little chance to read what I like</p> <p>236. Breaking up a love affair</p> <p>237. Deciding whether I'm in love</p> <p>238. Thinking too much about sex matters</p> <p>239. Insufficient knowledge about sex matters</p> <p>240. Sex diseases</p> <p>241. Disliking certain persons</p> <p>242. Being disliked by certain persons</p> <p>243. Being "different"</p> <p>244. Being made fun of</p> <p>245. Losing friends</p> <p>246. Too self-centered</p> <p>247. Unhappy much of the time</p> <p>248. Lacking self-confidence</p> <p>249. Afraid when left alone</p> <p>250. Daydreaming</p> <p>251. Moral code weakening</p> <p>252. Being punished too much</p> <p>253. Swearing, dirty stories</p> <p>254. Drinking</p> <p>255. Cheating in classes</p> <p>256. Getting my family to accept my friends</p> <p>257. Family quarrels</p> <p>258. Brothers</p> <p>259. Sisters</p> <p>260. Relatives</p> <p>261. Family opposing my choice of vocation</p> <p>262. Not interested in entering any vocation</p> <p>263. Afraid of unemployment after graduation</p> <p>264. Doubtful ability to handle a good job</p> <p>265. Don't know how to look for a job</p> <p>266. Not liking school</p> <p>267. Finding it hard to speak correct English</p> <p>268. Afraid to speak up in class discussions</p> <p>269. Don't like to study</p> <p>270. Unable to concentrate when I need to</p> <p>271. Too much work required in some subjects</p> <p>272. Teachers lacking understanding of youth</p> <p>273. Teachers not practicing what they preach</p> <p>274. Grades unfair as measures of ability</p> <p>275. Tests unfair</p> | <p>276. Nose or sinus trouble</p> <p>277. Poor hearing</p> <p>278. Smoking</p> <p>279. Speech handicap (stammering, etc.)</p> <p>280. Foot trouble or ill-fitting shoes</p> <p>281. Family worried about money</p> <p>282. Too crowded at home</p> <p>283. Having no radio at home</p> <p>284. Having no car in the family</p> <p>285. Ashamed of the house we live in</p> <p>286. Unskilled in carrying on a conversation</p> <p>287. Slow in getting acquainted with people</p> <p>288. Not knowing how to dress attractively</p> <p>289. Too much social life</p> <p>290. In too many student activities</p> <p>291. Finding it hard to control sex urges</p> <p>292. Putting off marriage</p> <p>293. Wondering if I'll ever get married</p> <p>294. Petting and making love</p> <p>295. Going too far in love relations</p> <p>296. Being jealous</p> <p>297. Being snubbed</p> <p>298. No one to tell my troubles to</p> <p>299. Feeling that nobody understands me</p> <p>300. Dislike talking about personal affairs</p> <p>301. Too many personal problems</p> <p>302. Unwilling to face a serious problem now</p> <p>303. Bad dreams</p> <p>304. Thoughts of suicide</p> <p>305. Fear of insanity</p> <p>306. Always getting into trouble</p> <p>307. Sometimes being dishonest</p> <p>308. Being punished for something I didn't do</p> <p>309. Trying to break off a bad habit</p> <p>310. Getting a bad reputation</p> <p>311. Being treated as a "foreigner"</p> <p>312. Wanting to leave home</p> <p>313. Afraid of someone in the family</p> <p>314. Parents expecting too much of me</p> <p>315. Not telling parents everything</p> <p>316. Wondering if I'll be a success in life</p> <p>317. Dreading to think of a life of hard work</p> <p>318. Not knowing where I belong in the world</p> <p>319. School of little help in getting me a job</p> <p>320. Needing to plan ahead for the future</p> <p>321. Can't see that school is doing me any good</p> <p>322. Not smart enough</p> <p>323. Getting low grades</p> <p>324. Afraid of failing in school work</p> <p>325. Wanting to quit school</p> <p>326. Not getting along with a teacher</p> <p>327. Having an unfair teacher</p> <p>328. Poor assemblies</p> <p>329. Lunch hour too short</p> <p>330. School too indifferent to students' needs</p> |
|---|---|

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
CTP	

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

TOTAL...
Third Step: Pages 5 and 6

Third Step: Answer the following five questions:

SUMMARIZING QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems? Yes. No. Add anything further you may care to say to make the picture more complete.

2. How would you summarize your chief problems in your own words? Write a brief summary.

(Questions are continued on next page →)

3. Have you enjoyed filling out the list?Yes.No.
4. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?Yes.No. Please explain how you feel on this question.
5. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?Yes.No. If so, do you have any particular person(s) in mind with whom you would like to talk?Yes.No.

Note to Counselors: Normally the statistical summary is to be made by the counselor. In some situations, however, the counselor may want students to make their own summaries. In these cases, students should be given definite instructions and a demonstration of the method, preferably after they have filled out the check list.

Instructions for Making a Statistical Summary

For convenience in summarizing results on an individual case or on groups of students, the 330 problems are classified in eleven areas:

- | | |
|---|--|
| (1) Health and Physical Development (HPD) | (6) Personal-Psychological Relations (PPR) |
| (2) Finances, Living Conditions, and Employment (FLE) | (7) Morals and Religion (MR) |
| (3) Social and Recreational Activities (SRA) | (8) Home and Family (HF) |
| (4) Courtship, Sex, Marriage (CSM) | (9) The Future: Vocational and Educational (FVE) |
| (5) Social-Psychological Relations (SPR) | (10) Adjustment to School Work (ASW) |
| | (11) Curriculum and Teaching Procedures (CTP) |

There are thirty problems in each area, these being arranged in groups of five items across the six columns of problems. The first area is the top group, the second area is the second group, and so on down the pages. On page 4, at the end of each group, is a box in which to record the count of problems marked in each area. In the left half of the box put the number of items circled as important; in the right half, put the total number marked in the area (including the circled items as well as those underlined only.) At the bottom of the page enter the totals for the list. If desired, the area totals can be re-copied to the first page for greater convenience in later reference.

